DOCUMENT RESUME

ED 271 125 IR 051 563

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TITLE ERIC Clearinghouse Publications, 1985. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1985.
INSTITUTION ERIC Processing and Reference Facility, Bethesda, Md.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE May 86
CONTRACT 400-81-0003
NOTE 72p.; For the 1984 edition, see ED 261 711.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS Educational Information; *ERIC

ABSTRACT

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 176 publications produced by the 16 ERIC Clearinghouses in 1985. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1985) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1985. (THC)

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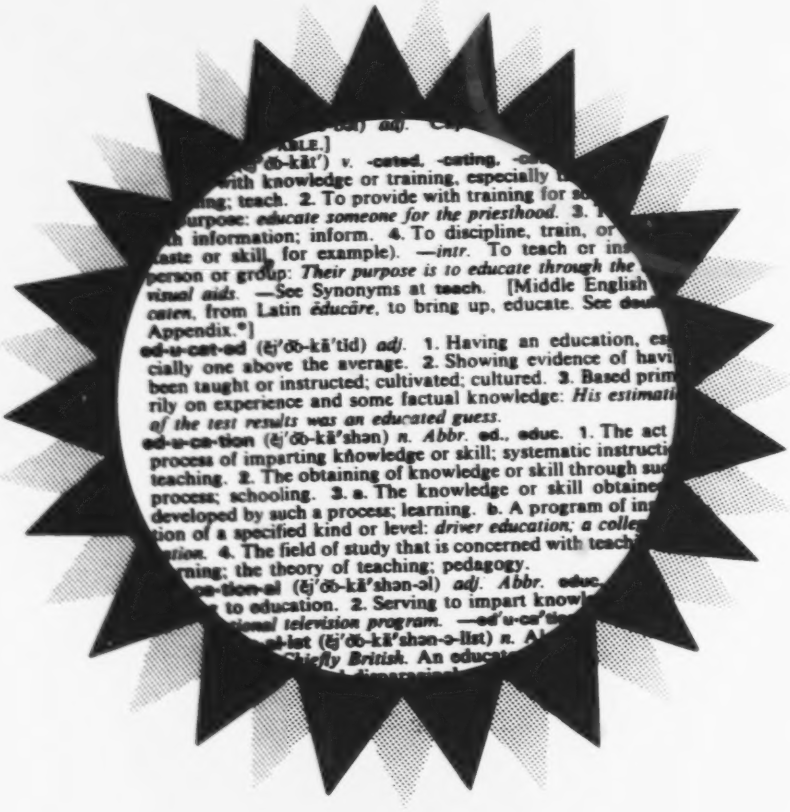
with knowledge or training, especially
ing; teach. 2. To provide with training for
urpose: educate someone for the priesthood. 3.
h information; inform. 4. To discipline, train, or
taste or skill, for example). —intr. To teach or ins
person or group: Their purpose is to educate through the
visual aids. —See Synonyms at teach. [Middle English
caten, from Latin ēducāre, to bring up, educate. See
Appendix.*]
ed·u·cat·ed (ĕj'ŏŏ-kā'tĭd) adj. 1. Having an education, es
cially one above the average. 2. Showing evidence of havi
been taught or instructed; cultivated; cultured. 3. Based prim
rily on experience and some factual knowledge: His estimati
of the test results was an educated guess.
ed·u·ca·tion (ĕj'ŏŏ-kā'shən) n. Abbr. ed., educ. 1. The act
process of imparting knowledge or skill; systematic instructi
teaching. 2. The obtaining of knowledge or skill through su
process; schooling. 3. a. The knowledge or skill obtaine
developed by such a process; learning. b. A program of in
tion of a specified kind or level: driver education; a colle
ation. 4. The field of study that is concerned with teach
rning; the theory of teaching; pedagogy.
to education. 2. Serving to impart knowl
Chiefly British. An educat

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CLEARINGHOUSE PUBLICATIONS 1985

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Educational Resources Information Center

ERIC® Clearinghouse Publications

1985

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1985

May 1986

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland

This publication was prepared with funding from the U.S. Department of Education, under contract no. 400-81-0003 with ORI, Inc. The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

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HE — Higher Education 12
IR — Information Resources 14
JC — Junior Colleges 17
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the sixteenth bibliography in the series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-	70 p.	Jan-Dec 1985	176
		TOTAL (1968-1985)	4451

This bibliography covers the calendar year period from January through December 1985. It lists a total of 176 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE).*

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1984)

IDENTI-FYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	TOTALS
AC	Adult Education	24	16	20	28	20	16											124
AL	Linguistics	2	7	11	11													31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	118
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	195
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	227
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	398
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	435
EF	Educational Facilities	1	19	16														36
EM	Educational Media and Technology	7	8	11	8	14	16											64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	229
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	257
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	155
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	334
LI	Library and Information Sciences		2	7	9	14	8											40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	254
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	199
RE	Reading	16	19	15	9	5												64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	358
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	141
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	214
TE	Teaching of English	3	7	32	24	26												92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4	1	1	113
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	215
VT	Vocational and Technical Education	11	18	30	39	42	18											158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	4451

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456
Smith, John D. *Johnson, Jane*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type— Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

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Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

Page
CE —Adult, Career, and Vocational Education...... 1
CG —Counseling and Personnel Services.......... 3
CS —Reading and Communication Skills........... 5
EA —Educational Management..................... 7
EC —Handicapped and Gifted Children........... 11
FL —Languages and Linguistics.................. 12
HE —Higher Education........................... 12
IR —Information Resources...................... 14
JC —Junior Colleges............................ 17
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PS —Elementary and Early Childhood Education.......................... 18
RC —Rural Education and Small Schools.......... 20
SE —Science, Mathematics, and Environmental Education..................... 21
SO —Social Studies/Social Science Education.... 24
SP —Teacher Education.......................... 27
TM —Tests, Measurement, and Evaluation......... 28
UD —Urban Education............................ 28

CE

ED 248 387 CE 039 718
MacKenzie, John R.
Organized Labor Education and Training Programs. Information Series No. 286.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—53p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN 286).
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Apprenticeships, *College Role, Community Colleges, Degrees (Academic), Government Role, *Labor Education, Labor Legislation, Labor Relations, Leaves of Absence, Postsecondary Education, Retraining, *Training Allowances, Trusts (Financial), *Tuition Grants, *Unions, Universities
Identifiers—Labor Studies

This paper examines the role of organized labor in the United States in providing training and education for union members. The first section clarifies the purpose of the union as an institution by examining its roles, functions, characteristics, and legal frameworks. Domestic and international competition affecting unions and their relationship to business and industry are discussed. Labor education and training sponsored by trade unions are the main topics of the second section. The role of unions in providing apprenticeship training is described, emphasizing the importance of training trust funds for apprentices. Labor education is the training of union officers and members to fulfill their functions within the union and the larger society. In the third section, the role of educational institutions in providing labor education is outlined, delineating three stages of development of university labor education programs. The emerging role of community colleges is acknowledged. Four types of tuition aid programs are the subject of the fourth section: tuition advancement or reimbursement, educational leave, training funds, and scholarships and educational loans. This section includes information about barriers to worker participation and ways to overcome them. Case studies describing educational programs sponsored by unions conclude the monograph, illustrating the diversity of educational and training opportunities available to union members. (SK)

ED 252 693 CE 040 483
Miller, Juliet V. And Others
Overview on Excellence. ERIC Digests Nos. 31-35.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—12p.
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Back to Basics, Basic Skills, *Career Education, Career Planning, Educational Attitudes, Educational Benefits, Educational Cooperation, Educational Improvement, Educational Needs, Educational Practices, Educational Quality, Educational Research, Educational Strategies, Employer Attitudes, Fused Curriculum, Guidelines, Models, Needs Assessment, Outcomes of Education, Postsecondary Education, Research Utilization, *School Business Relationship, *School Effectiveness, School Holding Power, Secondary Education, *Time on Task, *Vocational Education
Identifiers—ERIC, *Excellence in Education

This set of five digests provides an overview of the issue of attaining excellence in vocational education. The first digest deals with effective schools research, characteristics of effective schools, implications of effective schools research for high school vocational education, and strategies for improving school effectiveness. Covered in the second digest are the following aspects of the effects of career education on student achievement and retention: excellence and career education goals; career education models; and the effects of career education on school achievement, school retention, and career and educational planning skills. The next digest, which examines time on task in vocational education, discusses the nature, importance, and use of time on task in secondary and postsecondary vocational education as well as factors related to efficient use of time and strategies teachers can use to improve time spent on task. Included in the digest on employers' expectations of vocational education are discussions of the following: how employers grade vocational education, why they hire vocational graduates, what vocational programs should emphasize, what are some barriers to cooperating with vocational education, and how these barriers can be overcome. The final digest addresses the nature and importance of the new basics; acceptable basic skills attainment levels for vocational students; and strategies, resources, and models available for use in teaching the new basics through vocational education. Each digest includes a bibliography of resources, most of which are available from the Educational Resources Information Center (ERIC) system. (MN)

ED 259 206 CE 041 948
Hassan, Salah Salem
Private Sector Involvement in Vocational Education. Overview. ERIC Digest No. 36.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-81-0035
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Programs, *Cooperative Programs, Economically Disadvantaged, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Role of Education, *School Business Relationship, Unemployment, *Vocational Education, Youth Programs
Identifiers—*Job Training Partnership Act 1982, *Private Sector

The purpose of the Job Training Partnership Act (JTPA) is to establish job training and employment assistance programs for economically disadvantaged youth and hard-to-hire, unskilled adults. Like the Comprehensive Employment and Training Act (CETA), JTPA works through a locally based program delivery system. Unlike CETA, JTPA calls for equal responsibility between the private and public sectors for making fundamental decisions about local program operations. Under JTPA vocational education will have a vital role in training and retraining programs for the unemployed and economically disadvantaged. JTPA administration is the responsibility of each state's governor who divides the state into service delivery areas (SDAs). Each SDA appoints a Private Industry Council. Therefore, vocational education can be represented potentially on several levels and have a more active role in determining how training funds will be spent. Through its state advisory councils vocational education can work closely with other local public agencies in the new partnership with private business. Some cooperative arrangements between the public and private sectors have focused on meeting demands of the changing workplace. Steps needed to build successful partnerships include conducting needs assessments, identifying resources, choosing partners, and establishing working relationships. (YLB)

ED 259 207 CE 041 949
Hassan, Salah Salem
Education for High-Technology Jobs. Overview. ERIC Digest No. 37.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-81-0035
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Educational Planning, Employment Projections, Industry, Job Skills, *Job Training, *Labor Force Development, Labor Market, Labor Needs, Manufacturing, Postsecondary Education, *Program Development, *Role of Education, School Business Relationship, Secondary Education, *Technological Advancement, Telecommunications, *Vocational Education

Major technological changes are occurring primarily in three fields: telecommunications, computer applications, and advanced manufacturing technology. High technology is having a great impact on every aspect of the labor market. Most new jobs will not be in the high technology field, however, and the newly created occupations will not require a substantial increase in job skills. According to some experts, that is because high technology is based on a reduction in the skilled labor force. Others argue that some businesses and industries have failed to gain a competitive edge through adoption and adaptation of new technology. Consequently, they are becoming obsolete. Vocational education has a vital role in collaborating with business and industry in high technology training and retraining to upgrade workers with the emerging new occupational skills and to maintain a competitive edge. Vocational education is facing the challenge of producing workers who can manage, operate, manufacture, test, design, program, install, maintain, and repair high technology products and processes. Educators should consider five phases in the construction of successful high technology programs: long-range planning, program planning, development, implementation, and evaluation and refinement. (YLB)

ED 259 208 CE 041 950
Winkfield, Patricia Worthy
Retirement Policy. Overview. ERIC Digest No. 38.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-81-0035
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Planning, *Employment Patterns, Federal Legislation, Federal Programs, Older Adults, *Personnel Policy, *Public Policy, *Retirement, Role of Education, Vocational Education
Identifiers—Social Security Act

While the Federal Government has been involved in the care of the elderly since the depression, a comprehensive and unified national retirement policy has never been established. Federal programs for the aged have avoided cutbacks, but adaptations in present retirement policy are required to meet the needs of young and old alike. Although public policy gives the elderly the right to work, it provides incentives for those who leave the labor force at or before age 65. The major criticism of present retirement policy is that it discourages labor force participation of older persons through economic disadvantages for continued work and mandatory retirement regulations. The Age Discrimination in Employment Act has been amended to raise the minimum retirement age from 65 to 70. Changes have also been enacted in the Social Security system. Vocational educators can take action to enhance the participation of older persons in the labor force by expanding public awareness of the needs and abilities of the elderly, examining the recruitment of elderly persons, obtaining training to implement effective vocational education programs, examining attitudes toward older people, reviewing the potential of programs to serve the elderly, and assisting older persons to remain productive in their retirement. (YLB)

ED 259 209 CE 041 951
Chase, Shirley A.
Vocational Education and Defense Preparedness. Overview. ERIC Digest No. 39.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-81-0035
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Cooperative Programs, *Educational Cooperation, *Government School Relationship, *Job Training, *Military Training, *National Defense, Postsecondary Education, Role of Education, Secondary Education, *Vocational Education
Identifiers—*Defense Preparedness

Collaborative efforts between vocational education, the military services, and defense-related industries have been reviewed to meet the defense preparedness needs of the Nation. The U.S. Department of Education has responded to these needs by establishing the Defense Preparedness Task Force, convening a Defense Preparedness Review Group, and conducting the Vocational Education and Defense Preparedness Seminar. The Assistant Secretary for Vocational and Adult Education has proposed the following Federal initiatives: identifying the need for defense-related training, fostering training performance that yields increased productivity, disseminating the best research and demonstration products relating to defense preparedness, improving data management for information dissemination, and encouraging information sharing with school personnel. Many military training needs are similar to those provided by vocational education in the civilian sector. The partnership that the Department of Defense has maintained with the civilian educational community in providing education for the nation's youth can be broadened in the area of vocational and technical education. Vocational educators need to continue to monitor state and national defense-related training developments and to share models of training. Such efforts will assist them in developing stronger collaborative arrangements with defense-related industries. (YLB)

ED 259 210 CE 041 952
Imel, Susan Grieve, Shelley
Adult Literacy Education. Overview. ERIC Digest No. 40
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-81-0035
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Adult Programs, Adults, Community Programs, *Delivery Systems, *Illiteracy, Individual Characteristics, Individual Development, *Literacy Education, Social Change

Adult illiteracy is a complex, costly, and growing social problem. Three common areas of controversy related to the problem are: (1) definitions of adult literacy, (2) characteristics of illiterate adults, and (3) the purposes of literacy education. Illiteracy can be understood only in relation to a culture's definition of literacy. Due to differing definitions, statistics on the extent of illiteracy vary widely. The concept of "functional literacy" is controversial because it is determined by external standards and criteria. A tone of mission and concern for the less fortunate has dominated the perspective of illiterate adults. A picture is emerging now of illiterate adults as individuals who have educated themselves through life experiences and are frustrated with present literacy programs. Two common models of literacy programs are personal development and improvement and social change. Two primary systems for literacy programs currently serve the individual–the federally funded adult basic education program and national volunteer literacy efforts. Employers are emerging as a third delivery system providing literacy training for individual development. Community-controlled agencies that also offer literacy education are committed to improvement. (YLB)

ED 259 211 CE 041 953
Naylor, Michele
Adult Development: Implications for Adult Education. Overview. ERIC Digest No. 41.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, *Adult Development, Adult Education, *Adult Programs, Adults, Andragogy, Behavior Theories, Comparative Analysis, Counseling Techniques, *Developmental Stages, Educational Research, *Educational Strategies, Educational Theories, Literature Reviews, Models, Postsecondary Education, Program Administration, Program Development, Psychological Studies, *Research Utilization, Teaching Methods

Various researchers, including Carl Jung, Charlotte Buhler, Erik Erikson, and Robert Havighurst, have formulated sequential models of adult development. More recent investigators, such as Daniel Levinson, Roger Gould, and Gail Sheehy have formulated age-related sequential models of adult development that view the various stages of adulthood in terms of different strategies toward perceiving and coping with reality. In addition, several theorists have postulated models of adult development with a special focus (for example, Jane Loevinger's concentration on stages of ego development, William Perry's scheme of intellectual development, Lawrence Kohlberg's notion of the interconnection between levels of moral and intellectual development, and James Fowler's theory of faith development). Many of the findings of such research and examination of human development have important implications for adult educational programming. Many aspects of these models, particularly Knowles' theory of andragogy, can be applied by practitioners involved in developing and administering adult education programs or in teaching or counseling adult students. (MN)

ED 259 212 CE 041 954
Thiel, Kathleen K.
Job-Related Basic Skills. Overview. ERIC Digest No. 42.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, Cooperative Planning, Cooperative Programs, Delivery Systems, Educational Benefits, Educational Cooperation, *Educational Needs, Educational Practices, *Education Work Relationship, Employment Programs, *Functional Literacy, Job Performance, *Job Skills, Literacy Education, Outcomes of Education, Postsecondary Education, Program Development, School Business Relationship, School Role, *Skill Development, Training Methods, Training Objectives, Transfer of Training

Because of the changing nature of work in society, higher levels of basic skills in reading, writing, and computation are needed in all occupational areas, whether or not they are related to high technology. Although research on the relationship between job performance and basic skills is not definitive, it is clear that it is more important for workers to be able to apply basic skills in a job performance situation than to demonstrate these skills on a standardized test. Examples of successful occupationally oriented basic skills programs include a public and private sector cooperation effort to prepare Comprehensive Employment and Training Act eligible workers as competitive word processing operators, an urban retraining program for wastewater treatment workers, and an occupational literacy training program sponsored by the U.S. Department of Defense (the FLIT Program). Research indicates that individuals who wish to develop job-oriented basic skills programs should strive to maintain an orientation to the mission of the agency for which the basic skills program is being developed, provide training in basic skills within a functional context, arrange program conditions to maximize learning time, and use competency-based mastery learning techniques. (MN)

ED 259 213 CE 041 955
Naylor, Michele
Organized Labor Education and Training Pro-

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grams. Overview. ERIC Digest No. 43.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Apprenticeships, Community Colleges, Cooperative Planning, Cooperative Programs, *Delivery Systems, Educational Cooperation, Educational Needs, Educational Practices, Higher Education, *Labor Education, Needs Assessment, Off the Job Training, Participation, Postsecondary Education, School Community Relationship, *Student Financial Aid, Trend Analysis, *Unions

Besides assisting their members in collective bargaining efforts, U.S. labor unions perform a variety of functions including contract administration and arbitration, political action, legislative activity, union administration, research, education, and community involvement. Therefore, unions have an interest in providing the following types of training activities: apprenticeship training programs to prepare skilled workers for the workplace, labor education and labor studies to enable union officers and members to perform their administrative and professional functions, vocational education to help workers develop new skills or upgrade existing ones, and self-improvement education to enhance members' abilities in such areas as citizenship and cultural awareness. As of 1984, 70 percent of the labor education offered in the United States was provided by universities and 25 percent was provided by labor unions. To enable more workers to participate in labor education programs, the following strategies are suggested: increased dissemination of information concerning educational opportunities and available financial aid, provision of career and personal counseling to workers contemplating participation in labor education programs, development of more flexible work schedules, provision of incentives for participation in labor education, special focus on the needs of women and minorities, and increased availability of tuition prepayment plans. (MN)

ED 259 214 CE 041 956
Naylor, Michele
Distance Education. Overview. ERIC Digest No. 44.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Comparative Analysis, Consortia, Cooperative Planning, Cooperative Programs, *Delivery Systems, *Distance Education, Educational Cooperation, Educational Equipment, Educational Media, *Educational Practices, *Educational Technology, Educational Trends, Futures (of Society), Material Development, Participation, Postsecondary Education, Program Design, Shared Services, Student Characteristics, *Telecommunications
Identifiers—Great Britain, United States

Technological advancement has both facilitated and necessitated the development of distance education programming. In developing nations, distance education is often used to provide traditional education like that usually available in conventional institutions in the Western world. Whereas distance education in the Soviet Union focuses on improving productivity in the workplace, it is used in the United States to provide extension courses, adult basic education, regular postsecondary education programming, and professional continuing education. Since its beginnings at the University of Wisconsin in 1919, distance education has encountered many obstacles. Included among the media used to provide distance education are teletext, videodiscs, sideband FM transmission, cable television, and instructional television fixed service (ITFS). Of increasing popularity in the United States is the telecourse–an instructional program usually produced by a community college that involves video and printed materials and that generally relies on an array of support services, including computer-assisted counseling and testing, teleconferencing, and appointments with tutors. Although distance education has been slow to find widespread acceptance in the United States, research does document its effectiveness as an instructional form. (MN)

ED 259 215 CE 041 957
Thiel, Kathleen K.
Reentry Programs for Dropouts in Adult Settings. Overview. ERIC Digest No. 45.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, Adult Students, Continuing Education, Delivery Systems, *Dropout Characteristics, *Dropout Programs, Educational Needs, *Educational Practices, Educational Strategies, High School Equivalency Programs, Outreach Programs, Postsecondary Education, *Reentry Students, Student Characteristics, Student Needs, Technical Education, Two Year Colleges

Besides having to cope with the usual pressures associated with the transition to adulthood, dropouts must deal with the stigma attached to the fact that they are school dropouts. Research reveals that, for a variety of socioeconomic and psychological reasons, dropouts are generally less able to plan, less willing to work hard, and less skilled in writing. Programs available for out-of-school youths range from those sponsored by community colleges and public schools to those offered by educational agencies in conjunction with employment and training programs. Three particularly noteworthy types of reentry programs for dropouts in adult settings are programs sponsored by technical schools, outreach programs, and continuing education high school programs. In general, successful programs for young adults reentering the educational system are sensitive to the stresses faced by young adults, possess a warm and flexible environment, provide a clear understanding of what teachers expect of students, offer individual counseling and curricula relevant to individual student needs, and offer students continuous constructive feedback. (MN)

ED 259 216 CE 041 958
Naylor, Michele
Jobs of the Future. Overview. ERIC Digest No. 46.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Education Work Relationship, Elementary Secondary Education, Employment Patterns, *Employment Projections, *Futures (of Society), *Job Training, *Labor Market, Lifelong Learning, Needs Assessment, Postsecondary Education, School Business Relationship, School Role, Skill Development, Technological Advancement, Technological Literacy, Transfer of Training, Trend Analysis, *Vocational Education

Although 6 of the 20 fastest growing occupations are associated with high technology, only about 7 percent of all new jobs projected for the remainder of the century will be in high-tech areas. Bureau of Labor Statistics data indicate that far more job openings will occur in low- and entry-level occupations than in highly skilled or professional occupations. Many analysts feel that it is still impossible to assess the impact of high technology on the labor market of the future and it seems highly unlikely that individuals will be able to hold the same job for the 40 or 50 years of their working lives. Therefore, vocational educators should concentrate on providing students with sound training in the basic and transferrable skills, encouraging student participation in a system of recurrent or lifelong education, and developing a program of technological literacy education that would begin in the elementary grades and extend through the postsecondary grades. Most planners agree that, even at the postsecondary level, vocational educators should emphasize development of transferrable skills and should, for the most part, leave job-specific training to those industries hiring vocational graduates. (MN)

ED 259 217 CE 041 959
Naylor, Michele
Role of Vocational Education in Transition Services for Handicapped Youth. Overview. ERIC Digest No. 47.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Cooperative Planning, Coordination, Delivery Systems, Demonstration Programs, *Disabilities, Educational Benefits, *Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Federal Legislation, Linking Agents, Postsecondary Education, School Business Relationship, *School Role, *Special Education, *Transitional Programs, *Vocational Education

Vocational education, special education, and vocational rehabilitation are the three primary providers of school-to-work transition services to handicapped youth. Each of these three sectors has a vital role to play in the following aspects of transition services: identification, assessment, individualized program planning, program implementation and training activities, service delivery systems, employment services, and architectural barrier removal. By working to coordinate and avoid unnecessary duplications in their services, vocational and special educators and vocational rehabilitation practitioners can achieve substantial cost savings, reduce gaps in service, maintain continuity in services to clients, share state-of-the-art information and approaches, and develop joint political action campaigns. To improve coordination among the three primary providers of transitional services to disabled youth, practitioners and policymakers must work to resolve conflicting pieces of pertinent Federal legislation, address problems relating to duplication of services, obtain increased cooperation of business, and develop linkages on a one-to-one level. Various exemplary programs addressing current problems in coordinating transition services do exist and are described in the literature on transitional services for handicapped youth. (MN)

CG

ED 250 647 CG 017 887
Okun, Barbara F.
Marriage and Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. 57+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—289p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Annotated Bibliographies, *Counseling Techniques, Counseling Theories, *Family Counseling, *Family Problems, Family Relationship, *Marriage Counseling

This information analysis paper is based on a computer search of the ERIC database from November 1966 through March 1984, and on pertinent outside resources related to marriage and family counseling. A brief historical perspective of the field of marriage and family counseling is provided, and the differences and overlaps between family, individual, and marriage therapy are highlighted. Major theoretical perspectives, their effects on marriage and family counseling, and the integration of competing approaches are discussed. Several types of marriage and family counseling are clarified, including conjoint counseling, group counseling, multifamily group counseling, structured modalities, homebased counseling, premarital counseling, and sex therapy.

issues, such as alcoholism, divorce, problems of dual career couples, chronic illness and death, and family violence are discussed. Emerging trends and future directions in marriage and family counseling are indicated. A printout of the computer search is provided, including bibliographic citations and abstracts. (JAC)

ED 250 648 CG 017 912

Myers, Jane E.

Counseling Older Persons. Searchlight Plus: Relevant Resources in High Interest Areas. 58+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—223p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Annotated Bibliographies, *Counseling Techniques, *Counseling Theories, *Counselor Training, Models, *Older Adults

Identifiers—*Gerontological Counseling

This information analysis paper is based on a computer search of the ERIC database from November 1966 through May 1984 and on pertinent outside resources related to counseling older persons. Following the brief introduction, the historical development of gerontological counseling is discussed. Major issues in gerontological counseling are addressed, including the counseling needs of older persons, attitudes and agism, death and dying, assessment, and preparation, training and employment for gerontological counselors. Major strategies for working with older persons are described, including individual and group counseling, peer and paraprofessional counseling, specialized techniques for impaired older persons, and applications of counseling theories to older persons. Successful and model programs and techniques are highlighted. Future trends in gerontological counseling are delineated, and implications for counselors are proposed. A printout of the computer search is provided, including bibliographic citations and abstracts. (MCF)

ED 250 649 CG 017 913

Leong, Fredrick T. L.

Counseling International Students. Relevant Resources in High Interest Areas. 56+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—136p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Advising, Career Counseling, *Counseling Techniques, *Foreign Students, Research Needs, *Student Adjustment, *Student Problems

This information analysis paper is based on a computer search of the ERIC database from November 1966 through December 1983, and on pertinent outside resources. The paper focuses on the specific problem areas encountered by international students including health problems; educational and vocational problems (e.g., language difficulties, lack of training opportunities); and personal adjustment problems. Counseling and psychotherapy interventions and guidelines are discussed as they relate to the specific needs of international students for academic advising, career counseling, and adjustment counseling. Finally, areas for future research on counseling international students are delineated. A reference list, a list of suggested additional resources, and a printout of the computer search with bibliographic citations and abstracts complete the document. (MCF)

ED 251 785 CG 017 934

Herr, Edwin L. And Others

The Role of Counseling in Achieving Educational Excellence.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—34p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counselor Attitudes, Counselor Certification, Counselor Evaluation, *Counselor Role, *Counselor Training, Professional Associations, *Public Opinion, *School Counselors

Identifiers—*Excellence in Education

This paper presents a discussion on counseling and excellence between Garry R. Walz (director of the ERIC Clearinghouse on Counseling and Personnel Services and former president of the American Association for Counseling and Development-AACD), Edwin L. Herr (former president of AACD), and Jean A. Thompson (president of AACD). Topics covered in the informal discussion include counselors' contributions to educational excellence, counselors' negative images, counselor evaluation, and the role of counselor education and professional associations in promoting educational excellence. Specific recommendations for counselors in the area of educational excellence conclude the paper. (MCF)

ED 251 786 CG 017 968

Walz, Garry R., Ed. Bleuer, Jeanne, Ed.

The C3 Experience: Counseling, Computers, and Creative Change.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—109p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Guidance, *Computer Assisted Instruction, Computer Literacy, Conferences, *Counseling, Creativity, *Educational Technology, *Educational Trends, Elementary Secondary Education, Employment Patterns, Futures (of Society), Higher Education, *Human Services, *Microcomputers, Work Environment

Identifiers—*Computer Assisted Counseling, National Institute of Education

This document contains six major presentations from the 1984 summer workshop, "The C3 Experience: Counseling, Computers, and Creative Change," sponsored by the ERIC Clearinghouse on Counseling and Personnel Services. The first presentation, "Exponential Counseling: Computers as a Multiplier" by JoAnn Harris-Bowlsbey, reviews the role that computers and educational technology can play in expanding the present limits on counseling. The second presentation, "New Directions and Developments in NIE and DIP" by Laurabeth Hicks, presents a perspective on developments within the National Institute of Education and the Dissemination and Improvement of Practice Program (DIP), including potential implications for counseling and human services. The third presentation, "Synergyzing Counseling and Human Services" by Clayton Lafferty, pinpoints the need for changes in thinking to bring about improvements in counseling and human services. "From a Little Bit to a Big Byte: Motivating Your Staff," by Carl Berger, reviews the use of computers in education and the learning process. The fifth presentation, "Creative Sustenance: Enhancing our Capacity to Recreate Counseling" by Garry Walz and Libby Benjamin, addresses the subject of creativity, with comments and ideas of conference participants. The final presentation, "The Workplace of Tomorrow" by Libby Benjamin, describes a variety of alternative futures including employment trends and the impact of technology on occupations and workers and on education and the helping professions. (JAC)

ED 252 808 CG 018 044

Watjen, L. Russell, Comp. And Others

Microcomputer Software for Counseling and Student Development.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note- -149p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administration, Athletics, Career Development, Catalogs, *Computer Oriented Programs, *Computer Software, *Counseling, Databases, Elementary Secondary Education, Extracurricular Activities, Health Services, Higher Education, Microcomputers, Statistics, *Student Development, Student Financial Aid, *Student Personnel Services, Testing

Identifiers—Computer Assisted Counseling, Computer Assisted Guidance

This catalog provides information on software for counselors and student services personnel, arranged according to counseling and student development topics. The areas covered by the catalog include administrative aids, athletics, career development, counseling, financial aid, health services, statistical programs, student activities, and testing. There are also sections on databases, electronic mail, software available in the public domain, publications for computer users, and software directories. Software programs are listed alphabetically by title under the appropriate heading, and include a description and information on system requirements (hardware, operating system), price, and publisher. The catalog also contains a Software Review Form (for listed programs) and a Software Submission Form (for suggested additions). (JAC)

ED 252 809 CG 018 054

Smith, Robert L. Walz, Garry R.

Counseling and Human Resource Development.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—116p.

Available from—ERIC/CAPS, 2108 School of Education, The Univeristy of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Burnout, Business, Career Development, Career Planning, *Counselors, *Employment Opportunities, Industry, Informal Assessment, *Labor Force Development, Organizational Climate, *Training

Identifiers—*Employee Assistance Programs, *Human Resources Professionals

This three-part monograph on human resource development is intended for counselors who wish to translate their counseling skills and experience to work with business and industry. Part I presents an overview of the field of human resource development (HRD) emphasizing the counselor as an HRD professional. Chapter I discusses the application to business of concepts used by the counselor in one-to-one counseling, and elaborates key HRD components, i.e., career planning and development, training and development, and employee assistance programs. Chapter II discusses organizational climate, defining factors that contribute to it, formal and informal assessment, and organizational climate and corporate readiness for HRD. In Part II, the three HRD components briefly described previously are examined in detail as transition points to business and industry for counselors as HRD professionals. Part III examines the consequences of ineffectively maintaining or caring for the human resources in a business setting. Burnout, viewed as the long-range consequence of not implementing HRD activities, is covered from the counselor's point of view through emphasis on assessment of burnout, its causes and costs, and methods to prevent both individual and corporate burnout. The conclusion examines HRD trends and training in relation to those in the counseling profession. (MCF)

CS

ED 249 504 CS 208 596
Recommended English Language Arts Curriculum Guides, K-12, 1984.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—36p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, Evaluation Criteria, *Language Arts, Standards

The first half of this booklet presents an annotated list of curriculum guides recommended by the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements. The curriculum guides cited in the booklet represent a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1982, 1983, and 1984), each annotation each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for the planning and evaluation of English language arts curriculum guides that covers the areas of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HOD)

ED 250 670 CS 007 837
Standiford, Sally N.
Metacomprehension. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—10p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Elementary Secondary Education, Learning Processes, Perception, *Reading Comprehension, *Reading Instruction, *Reading Processes, Student Evaluation, Teacher Role, Teaching Methods
Identifiers—ERIC Digests, *Metacomprehension

Intended for administrators and policymakers as well as teachers, this digest explores the nature of students' metacomprehension, or their awareness of their own understanding, and the implications of this awareness for reading instruction. After defining metacomprehension, the digest discusses why this awareness is important to the learning process. It then suggests ways that English and language arts teachers can help students improve their metacomprehension. Finally, the digest explores ways in which teachers can evaluate student metacomprehension. (HTH)

ED 250 673 CS 007 841
Haussler, Myna M. Goodman, Yetta M.
Resources for Involving Parents in Literacy Development. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Reading, Elementary Education, *Family Environment, Literacy, Parent Child Relationship, *Parent Role, Preschool Education, Reading Instruction, *Reading Readiness, *Reading Research, *Resource Materials
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for parents, as well as school administrators, policymakers, and teachers, this digest discusses resources available for developing children's early literacy. The digest first discusses research indicating the role of parents in early reading experience, then discusses, in general terms, sources for literacy materials for parents, classrooms, and the community. The digest concludes with a bibliography and a list of organizations that distribute literacy materials. (HTH)

ED 250 689 CS 208 645
Mier, Margaret
Class Size and Writing Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Classroom Environment, *Class Size, Elementary Secondary Education, Teacher Effectiveness, Teaching Conditions, Teaching Load, *Writing Instruction, *Writing Research
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest reports on the relationship between class size and writing achievement. The digest first reviews the contradictory findings of class size research, then examines results of meta-analyses of these studies, and subsequent responses. The digest then explores the implications of class size research for writing instruction and what administrators and policymakers can do to reduce class size and teacher workload for composition instruction. (HTH)

ED 250 690 CS 208 646
Lehr, Fran
Responses of the English Language Arts Profession to "A Nation at Risk." ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Educational Improvement, *Educational Quality, Elementary Secondary Education, English Instruction, Higher Education, Language Arts, Standards, *Teacher Attitudes, Teacher Education, Teaching (Occupation)
Identifiers—ERIC Digests, Excellence in Education, National Commission on Excellence in Education, *Nation at Risk (A)

Intended for administrators and policy makers as well as teachers, this digest presents a selection of reactions to "A Nation at Risk," the report by the National Commission on Excellence in Education. The five parts of the digest discuss the five major recommendations of the ccmmission's report concerning curriculum, standards and expectations, time use, the teaching profession, and leadership and support, and present responses to each recommendation by educators in English and the language arts. (HTH)

ED 250 691 CS 208 647
O'Donnell, Holly
Large Scale Writing Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—14p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Trends, Elementary Secondary Education, Evaluation Methods, *Holistic Evaluation, *Scoring, *Test Reliability, Writing (Composition), *Writing Evaluation
Identifiers—*Analytical Scoring, ERIC Digests, *Primary Trait Scoring, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores approaches to, problems with, and trends in large scale writing assessment. The digest first compares direct and indirect assessment approaches, then examines three approaches to scoring: holistic, primary trait, and analytic. It then discusses issues and problems surrounding the reliability and validity of the scores generated by such assessment. Finally, the digest examines trends characterizing large scale writing assessment. (HTH)

ED 250 692 CS 208 648
Auten, Anne
How to Find Good Computer Software in English and Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *English Instruction, *Information Sources, Instructional Materials, *Language Arts
Identifiers—ERIC Digests, *Software Reviews, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest identifies for prospective purchasers various sources that offer reviews of educational computer software for English and the language arts. Following an introduction, the first section of the digest discusses content-specific as well as general educational computing subscription publications. The next two sections examine help available from professional associations and consortia services. The fourth section explores online sources for titles of recommended software, while the fifth discusses sources for published catalogs of approved software. The final section covers informal sources, such as independent distributors and consultants. (HTH)

ED 250 693 CS 208 649
Suhor, Charles
Thinking Skills in English–And across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Coherence, *Critical Thinking, Educational Theories, Elementary Secondary Education, *English Instruction, Integrated Curriculum, Interdisciplinary Approach, *Language Role, Language Usage, Psycholinguistics, Teacher Role
Identifiers—ERIC Digests, Theory Practice Relationship, *Thinking Skills

Intended for administrators and policy makers as well as teachers, this digest explores issues surrounding methods of teaching thinking skills and who should teach them. Following an introduction that acknowledges the need for teaching such skills but a lack of consensus on how to meet this need, the digest discusses theories of isolating specific cognitive skills for instruction, including generalizable and local or content specific skills, while noting little agreement on what constitutes thinking, and lack of a compelling taxonomy of thinking skills for use in educational programs. It then explores local skills, skills taught in specific subject areas. Next, the digest explores those thinking skills essential to English and the language arts, and the role English teachers play in teaching thinking skills. Based on the close ties of oral and written language to thinking and the pervasiveness of language in the teaching of all subjects, the digest concludes by discussing the role of language and thinking across the curriculum. (HTH)

ED 250 694 CS 208 650
Holbrook, Hilary Taylor
Qualities of Effective Writing Programs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Content Area Writing, Curriculum Development, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, Teacher Improvement, *Teaching Methods, Writing Evaluation, *Writing Instruction, Writing Processes, Writing Research
Identifiers—ERIC Digests, Theory Practice Relationship, *Writing Programs

Intended for administrators and policy makers as well as teachers, this digest explores the components common to effective writing programs. The digest first discusses activities at the classroom level as the foundation of a successful writing program and elements that should be included in classroom instruction, such as the process approach to composing and writing assessment techniques. Next, the digest discusses how writing teachers' skills can be improved (particularly through inservice education), then explores the value of a schoolwide emphasis on writing instruction and ways to orient content area faculty to such a program. Finally, the digest examines the ways in which administrators can contribute to the success of the writing curriculum. (HTH)

ED 250 695 CS 208 651
Hodges, Richard E.
Spelling. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—10p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Language Acquisition, Language Arts, *Language Research, *Spelling, *Spelling Instruction, Teaching Methods, Written Language
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores researchers' current understanding of English spelling and its acquisition as the basis for spelling instruction methods other than memorization. After defining spelling and the relationship between spoken English and its written system, the digest explores how spelling ability develops in children. It then discusses the implications of spelling acquisition for classroom instruction. The digest concludes with a list of suggested readings, in which in-depth discussion of points brought out in the digest can be found. (HTH)

ED 250 696 CS 208 652
Hodges, Richard E.
Vocabulary. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—9p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Language, Elementary Education, *English Instruction, *Language Acquisition, Language Attitudes, Language Enrichment, Teaching Methods, *Vocabulary Development, Vocabulary Skills
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores the nature of vocabulary and its implications for classroom instruction. After defining vocabulary and discussing some of the sources of English vocabulary, the digest examines how children's vocabularies develop. It then discusses the role of vocabulary instruction and ways that such instruction can go beyond teaching just new words to enhance students' understanding of how words are used. (HTH)

ED 250 697 CS 208 653
Janello, Pam
Software Evaluation for the Teacher of the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—9p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *English Instruction, *Evaluation Methods, Instructional Materials, *Language Arts
Identifiers—ERIC Digests, *Software Evaluation, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest offers selection strategies for consumers of English/language arts computer software. Following the introduction, the digest discusses initial considerations when evaluating software, including examining both the accompanying documentation and the actual program. It then outlines what to look for when first viewing the program in terms of organization and structure and the quality of the program's feedback for the user's answers. Next, the digest covers the pedagogical issues to consider during the first viewing. It then offers criteria for a second viewing, in which the evaluator intentionally makes errors that a student might make to examine how the program responds to confused or slow learners. Finally, the digest offers suggestions for dealing with software publishers. (HTH)

ED 250 698 CS 208 654
Prudl, Gordon
Narratology: The Study of Story Structure. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Cultural Influences, Elementary Secondary Education, English Instruction, Language Arts, *Learning Theories, Literary Devices, *Narration, *Story Telling
Identifiers—ERIC Digests, *Narratology, *Story Structure

Intended for administrators and policymakers as well as teachers, this digest discusses the nature of narratology and how it relates to language arts instruction. The digest first defines narratology as the structuralist study of narrative aimed at understanding how recurrent elements, themes, and patterns yield a set of universals that determine the make-up of a story. The digest then discusses the function of stories in human affairs, what structural analysis reveals about the nature of narratives, and how a child's concept of story develops. It also explores how culture affects the interpretation and telling of stories. Finally, the digest explains how the study of narrative relates to teaching and learning in the language arts. (HTH)

ED 250 699 CS 208 655
Thaiss, Christopher
Language across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Classroom Techniques, *Curriculum Development, *Educational Environment, Educational Research, Elementary Secondary Education, Inservice Teacher Education, *Integrated Curriculum, *Language Arts, Listening, Reading Instruction, Speech Instruction, *Teaching Methods, Writing Instruction
Identifiers—ERIC Digests, *Language across the Curriculum, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest examines the notion of language across the curriculum, or teaching writing, reading, speaking, and listening as interdependent skills rather than as separate subjects. After defining language across the curriculum, the digest discusses the history and theory of this approach. It then examines the implications of this approach for teaching in terms of faculty training, classroom techniques, and curriculum change. (HTH)

ED 253 877 CS 208 780
Tway, Eileen
Writing Is Reading: 26 Ways to Connect.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—56p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59044, $5.00 member, $6.00 nonmember).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Books, Childrens Literature, Cognitive Processes, Early Reading, Elementary Education, *Integrated Activities, Language Acquisition, *Reading Research, *Reading Skills, Teaching Methods, Writing Readiness, *Writing Research, *Writing Skills
Identifiers—*Reading Writing Relationship, Theory Practice Relationship

Intended to help elementary school children integrate the skills of writing and reading at an early age, this booklet discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection. The first half of the booklet explores research concerning the interrelationship of reading and writing and children's perception of this connection before being taught these two activities in school, often in isolation from each other. It also discusses the use of children's literature as models for children's writing. The second half of the booklet presents 26 teaching methods and appropriate resources, based on each letter of the alphabet, for helping students make the transition from reading to writing. Examples include (1) alphabet books, (2) character development, (3) dreams, (4) holidays, (5) imaginary friends, (6) newspapers, (7) script writing and storytelling, (8) team writing, and (9) verse. (HTH)

ED 255 933 CS 208 842
Fagan, William T. And Others
Measures for Research and Evaluation in the English Language Arts. Volume 2.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-8141-3101-8
Pub Date—85
Contract—400-83-0025
Note—248p.; For the first volume, see ED 099 835.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 31018, $13.00 member, $16.75 nonmember).
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Attitude Measures, *Educational Assessment, *Educational Research; *English Instruction, Language Acquisition, *Language Arts, Language Research, Literacy, Literature, *Measurement Techniques, Oral Language, Reading Instruction, Teacher Attitudes, *Test Reviews, Writing Instruction

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Identifiers—*The Research Instruments Project

This volume of measurement instruments in the English language arts is the second one produced by the Research Instruments Project (TRIP), which was designed to collect and evaluate research instruments in language arts, language and language development, literacy, literature, oral language, reading, teacher knowledge/attitudes, and writing. The 160 measurement instruments are arranged alphabetically by category; within each category, measures are listed alphabetically by author. All instruments are cross-referenced by author. The age range indicated is the specific age grouping as stated by the authors or the age of the sample to whom the instrument was administered. The description of the instrument provides the purpose of the instrument, the date of construction, and a physical description of the instrument–often including sample items and administration data (directions, time, scoring procedures, and so forth). The lack of reliability and validity data for instruments is indicated when the information was unavailable. In the case of tables of difficulty, indexes, and so on, the data contained are summarized and the complete data are made available with the test or references cited. (HOD)

ED 255 968 CS 504 910
Galvin, Kathleen M.
Workshops on Family Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—49p.; TRIP: Theory & Research into Practice.
Available from—Speech Communcation Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($5.00).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), Enrichment Activities, *Family Counseling, *Interpersonal Communication, Interpersonal Competence, Marital Satisfaction, Marriage Counseling, Postsecondary Education, *Workshops
Identifiers—*Family Communication, Marriage Encounter, Marriage Enrichment, *Marriage Enrichment Programs

Intended to help speech communication professionals become involved in developing, implementing, and evaluating marital or family enrichment programs, this booklet discusses the theory and practice of using marital enrichment programs to increase family harmony. The first section contains an overview of selected enrichment programs, as well as discussion on program effectiveness, communication-related skills, and program leadership. The second section (1) focuses on planning strategies, gaining exposure, creating instructional designs, planning for evaluation/feedback, and the mechanics of the workshop; and (2) includes relational exercises, and sample workshop schedules. The booklet concludes by focusing on the unique opportunities available for speech communication professionals through directing marriage and family enrichment programs. (EL)

ED 257 158 CS 504 933
Wagner, David L. Fraleigh, Douglas
ERIC First Analysis: Water Resources; 1985-86 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—89p.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($5.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
Pub Type
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Debate, Drinking Water, High Schools, Resource Materials, Social Problems, Speech Communication, *Water Quality, *Water Resources
Identifiers—Debate Tournaments, *National High School Debate Resolutions

Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments and evidence present in the availability and quality of water resources in the United States, this booklet provides guidelines for research on the 1985-86 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) getting started, a review of useful information on researching the topic of water resources; (2) an overview of the general issues of water policy; (3) problems of water quality; and (4) issues of water allocation. Diagrams and tables accompany the text. (EL)

ED 258 309 CS 504 967
Kane, Pat
A TV News Approach to Oral Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—55p.; TRIP: Theory & Research into Practice Series.
Available from—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($5.00; 10% discount for members).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Higher Education, *News Reporting, News Writing, Programing (Broadcast), *Speech Communication, *Speech Curriculum, *Television, *Workshops
Identifiers—Broadcast Journalism

The goal of the studio-workshop approach proposed in this booklet for speech communication instructors is to revitalize the ancient study of rhetoric by incorporating modern principles of behavioral science, informal information exchange, and mass media into the oral communication curriculum. The first section discusses communication theories and broadcast journalism as a model for public communication. The second half presents exercises to help sharpen communication skills and get students acquainted with one another. A semester syllabus for a television news approach to the oral communication studio-workshop is then presented, followed by the seven units of the course, which cover the advertisement, the news story, the editorial, the interview, the feature report, the critical review, and the network news telecast. (EL)

ED 258 310 CS 504 968
Cooper, Pamela J., Ed.
Activities for Teaching Speaking and Listening: Grades 7-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—165p.; SCA guidelines may not reproduce due to small print.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($11.95, 10% discount for SCA members).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Communication Skills, Evaluation Criteria, Integrated Activities, *Learning Activities, *Listening Skills, Secondary Education, Sequential Learning, *Speech Communication, *Speech Skills

The activities included in this book are based on current theory on effective oral communication and are intended to increase students' repertoire and use of effective oral communication behaviors. Specifically, the book's activities are designed to (1) appeal to students of all ability levels; (2) provide for student interaction and involvement; (3) involve students in creating and receiving messages in a variety of contexts for a variety of purposes; (4) provide for integrating oral communication instruction across the curriculum; (5) focus on integrating oral communication competencies rather than units of communication activity or communication contexts; and (6) provide for sequential instruction in oral communication within each subcategory of each of the four major competencies. The book divides the activities by grade levels: 7-9 and 10-12, and includes three activities for each subcompetency for each set of skills–communication codes, message evaluation, basic communication skills, and human relations. These activities relate to three purposes–occupational, citizenship, and maintenance. Each activity includes objectives, procedures for implementing the activity, follow-up suggestions and/or questions, and evaluation/assessment procedures. The book contains the SCA guidelines for speaking and listening competencies for high school graduates. (HOD)

EA

ED 248 571 EA 016 980
Lindelow, John
Microcomputers in the School Office: Primer for Administrators. School Management Digest Series Number 30.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-086552-087-9
Pub Date—84
Contract—400-83-0013
Note—48p.
Available from—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.95 prepaid; a charge of $1.50 is added for handling on billed orders).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Oriented Programs, Computer Software, Data Analysis, Equipment Utilization, Management Information Systems, *Microcomputers, Organizational Communication, Recordkeeping, *School Administration, Systems Analysis, *Systems Development
Identifiers—Local Area Networks

Microcomputers are now affordable tools for managing schools and school districts–and fast becoming essential. This digest, designed to help school administrators begin computerizing their offices, depicts tomorrow's computerized office, introduces computer applications in management, and outlines procedures for computerizing an office. A fictional principal in the first chapter uses his desktop computer–linked with others in a "local area network"–to communicate, to coordinate his staff, and to analyze information. Such networks can be developed with present technology. Accordingly, the second chapter explores the following computer applications: (1) database management systems, used to store and analyze a wide variety of records; (2) electronic spreadsheets, used to make budget projections and analyze expenditures; (3) word processing; (4) graphics; (5) communications and networking, particularly local area networks; and (6) others, including registration and class scheduling, support service management, energy management, and nonadministrative but related tasks. The final chapter describes and recommends a process for putting these technologies to work, modeled after professional systems development practices. The discussion includes independent school-based computerization, consulting services, systems analysis (evaluating needs and planning to meet them), systems development (creating detailed specifications and selecting technology), and system implementation. (MCG)

ED 251 912 EA 016 644
Instructional Climate for Success. The Best of ERIC on Educational Management Number 75.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Environment, Elementary Secondary Education, Expectation, Leadership Qualities,

Literature Reviews, Microcomputers, *School Effectiveness, Teacher Morale, Teacher Student Relationship
Identifiers—School Culture

The 11 publications reviewed in this annotated bibliography were selected from the ERIC database as significant and useful information about aspects of the school environment–the instructional climate–that lead to school effectiveness. Among the topics discussed are teacher expectations, staff morale, student input, self-discipline, and leadership qualities. Two entries concern understanding the school culture, and another two offer systematic procedures for improving the school climate. A three-part school environment handbook takes the reader through the processes involved in environmental improvement. A paper from a computer conference explores how microcomputers can have a strong effect on instructional climate. (MLF)

ED 251 915 EA 017 221
Small-Group Cooperative Learning. The Best of ERIC on Educational Management Number 76.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 84
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Annotated Bibliographies, Elementary Secondary Education, *Group Dynamics, Interpersonal Attraction, Literature Reviews, *Small Group Instruction
Identifiers—*Cooperative Learning

Annotations from 12 entries in the ERIC database were selected as significant and useful sources of information about small-group cooperative learning. Five of the citations are literature reviews. Among these is a meta-analysis, drawn from 217 studies, about the effects of cooperative learning on student achievement and interpersonal attraction; the analysis also identifies ways to improve and diversify future research. Another literature review cited is a monograph that integrates research findings, based on over 200 items, concerned with student achievement and intergroup relations as two of the major outcomes of cooperative learning. Techniques for implementing small-group instruction are provided in four annotations. A handbook for teachers provides step-by-step procedures for setting up cooperative learning situations; another annotation provides guidelines that teachers and students must follow if they expect small-group instruction to be successful. Finally, three research studies are described, one of which is a long-term study of cooperative learning strategies in elementary grades. (MLF)

ED 251 919 EA 017 259
Improving Students' Thinking Skills. The Best of ERIC on Educational Management Number 77.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 84
Contract—400-83-0013
Note—5p.
Available from—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Annotated Bibliographies, Concept Formation, Generalization, *Learning Processes, Literature Reviews, Teacher Student Relationship
Identifiers—*Thinking Skills

Among the 12 documents selected for this annotated bibliography of documents and journal articles in the ERIC database is an expert's argument that the brain's multipath and multimodal capacities are ignored by educators. Another writer fears that the "back-to-basics" movement may have eclipsed the prominence earlier accorded to thinking skills. One article outlines obstacles to the effective teaching of thinking skills, and suggests five steps educators can take to improve their teaching. Other entries include a list of 11 criteria that must be met to establish a classroom environment conducive to the development of thinking skills, and a discussion of short- and long-term strategies for strengthening the teaching of critical thinking. Research contributions include a survey of 278 teachers concerning their opinions and practices regarding the teaching of problem-solving skills, and a finding that brainstorming-like sessions significantly enriched biology students' ability to inquire into scientific problems. Accounts of programs include an analysis of the kinds of thinking taught in current programs and a description of a program to teach thinking skills that identifies 34 mental activities. Also included is a description of three computer programs that generate a variety of problems for students to solve as a means of developing higher-level thinking skills. (MLF)

ED 252 912 EA 016 193
The Culture of an Effective School. Research Action Brief Number 22.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (single issues free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Modification, Educational Change, *Educational Environment, *Educational Objectives, Educational Philosophy, Educational Quality, Elementary Secondary Education, *Leadership, Leadership Qualities, Learning, Norms, Organizational Development, *Principals, *School Effectiveness, School Role, Values
Identifiers—*Effective Schools Research

Effective schools have staffs that stress the importance of educational goals and have a well-defined mission. They also clearly communicate the expectation that all students can and will reach the stated goals. Reviews of studies of exemplary schools find that the principals express high expectations for both teacher and student performance, while the teachers have high expectations for their students. Effective schools have a climate conducive to student attainment, whereas declining schools project a negative climate and a belief that students cannot attain educational goals. An orderly learning environment is another important factor in effective schools and further reflects a positive school attitude and climate. The most consistent finding in school effectiveness research is the importance of the principal's strong leadership role. The principal sets the tone for the school and reinforces the positive school climate. Since schools are distinguished by a complex set of cultural processes, the modification of this "culture" in ineffective schools is not a simple matter. One effective method for improvement is the use of organizational development techniques specifically designed to alter the norms of an organization. Behavior modification techniques can also be used to alter a school's norms. A body of literature geared to the "cultural" view of school change has recently emerged; "Creating Effective Schools" by Wilbur Brookover is recommended to school principals as a source of guidelines for improving a school. (MD)

ED 252 913 EA 017 260
Teacher Collegiality. The Best of ERIC on Educational Management Number 78.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 85
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Evaluation Methods, *Interprofessional Relationship, Participative Decision Making, *Peer Evaluation, *Practicum Supervision, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Influence, Teacher Motivation, Teacher Participation, *Teacher Supervision
Identifiers—ERIC

This brochure provides brief descriptions of 11 recent documents and journal articles selected from the ERIC database by the ERIC Clearinghouse on Educational Management (University of Oregon), all on the broad topic of teacher collegiality. The works reviewed are as follows: "A New Model for Professionalizing Teacher Evaluation," by John R. Ban and John R. Soudah (from "Peabody Journal of Education"); "Using Observation to Improve Your Teaching," by Jere E. Brophy; "Reflective Teaching as a Strategy for Teacher Growth," by Donald R. Cruickshank and Jane H. Applegate (from "Educational Leadership"); "The Collegial Evaluation Program: A Manual for the Professional Development of Teachers (Field Test Edition)," by Sanford M. Dornbusch and others; "Peer Observation: A Means for Supervisory Acceptance," by Elmer C. Ellis and others (from "Educational Leadership"); "It Takes One to Know One–Advocating Colleagues as Evaluators," by Donald R. Grossnickle and Thomas W. Cutter (from "NASSP Bulletin"); "Looking for Good Teaching: A Guide to Peer Observation," by Barbara B. Helling; "Collegial Support: An Alternative to Principal-Led Supervision of Instruction," by Jerrold D. Hopfengardner and Ronald Walker (from "NASSP Bulletin"); "Peer Observation Improves Teacher Performance," by Christopher Lempesis (from "NASSP Bulletin"); "Peer Clinical Supervision: Theory vs. Reality," by Shirley A. McFaul and James M. Cooper, reviewed along with two responses by Lee F. Goldsberry and Robert J. Krajewski, respectively (from "Educational Leadership"); and "On Models of Supervision in General and on Peer-Clinical Supervision in Particular," by John C. Thompson III. Bibliographic citations and ERIC accession numbers are provided for each entry. (TE)

ED 252 964 EA 017 475
Ellis, Thomas I.
Class Size.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Reston, VA.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contract—400-83-0013
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 ($2.00 prepaid; quantity discounts).
Journal Cit—Research Roundup; v1 n2 Apr 1985
Pub Type — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *Classroom Environment, *Class Size, Correlation, Cost Effectiveness, *Crowding, Elementary Secondary Education, Literature Reviews, *Meta Analysis, Research Methodology, *Small Classes, Teacher Attitudes
Identifiers—Class Size and Instruction Project, ERIC Clearinghouse on Educational Management, Virginia Beach Schools VA

After a brief introduction identifying current issues and trends in research on class size, this brochure reviews five recent studies bearing on the relationship of class size to educational effectiveness. Part 1 is a review of two interrelated and highly controversial "meta-analyses" or statistical integrations of research findings on class size, by Gene V. Glass and Mary Lee Smith: "Meta-Analysis of Research on the Relationship of Class Size and Achievement," and "Relationship of Class Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis." Part 2 reviews "An Experimental Study of the Effects of Class Size," by Stan M. Shapson, from "American Educational Research Journal," (Spring 1980). Part 3 is a review of "Early Childhood Education Classroom Evaluation," by Jane Stallings and others. Part 4 covers "Class Size Project 1980-1981: Final Report," by Andrew T. Carrington and others. Part 5 is a review of "Crowding and Classroom Learning" by David E. Weldon and others, from "Journal of Experimental Education," (Spring 1981). (TE)

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ED 253 971 EA 017 558

Substitute Teachers. The Best of ERIC on Educational Management, Number 79.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 85
Contract—400-78-0007
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (single copies free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, Educational Innovation, Educational Research, Elementary Secondary Education, Guides, *Improvement Programs, *Literature Reviews, Program Effectiveness, *Program Evaluation, School Surveys, *Substitute Teachers, *Teacher Administrator Relationship, *Teacher Effectiveness

This annotated bibliography reviews 12 publications dealing with substitute teaching, including an article listing at least five ways principals can avoid problems with substitute teachers, a guidebook providing detailed advice for substitute teachers, an article suggesting community people with special knowledge be called in as an alternative to hiring a substitute, two articles on increasing the effectiveness of substitute teachers, and a description and analysis of a college sociology professor's experiences as a substitute teacher. Other articles give advice for devising strategies to make substitutes an effective part of the school's mission; report the results of a comprehensive survey of substitute programs in 1,728 school districts; describe examples of innovative programs that have proved to be successful in improving the quality of substitute teaching; describe a Houston program for training effective substitutes; give advice to regular teachers, department chairpersons, and administrators on what exactly a substitute can or cannot do and on the cooperation necessary to integrate substitutes into the regular classroom without disruption; and offer a checklist to evaluate a substitute teacher program. (DCS)

ED 253 972 EA 017 559

Conditions for Effective Teaching. The Best of ERIC on Educational Management, Number 80.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (single copies free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Administrator Role, Educational Environment, Educational Research, High Schools, Inservice Teacher Education, *Instructional Improvement, Interschool Communication, Leadership, *Literature Reviews, Principals, *School Effectiveness, Secondary Education, Self Control, Stress Management, Teacher Administrator Relationship, *Teacher Effectiveness, *Teaching Conditions, Time on Task

Among the 12 publications reviewed in this annotated bibliography are a paper on how administrators can provide teacher support systems, the proceedings of a conference on creating conditions for effective teaching, an article on the methods principals can use to help teachers manage stress more effectively, a report of the results of a study of which supervisory strategies maximize teacher effectiveness, an article on how to develop a businesslike school environment in order to enhance the effectiveness of secondary schools, and an article on improving communication in a large high school. Other publications suggest teacher and school effectiveness may be promoted through an orderly and safe school climate and student self-discipline, principal involvement in instructional leadership, principal control or influence of time on task variables, use of the results of research studies, and administrative leadership. (DCS)

ED 254 895 EA 017 517

Piele, Philip K.

Local Area Networks in Education: Overview, Applications, and Current Limitations.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86552-089-5
Pub Date—85
Contract—400-83-0013
Note—43p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; purchase orders, add $2.00 for handling; quantity discounts).
Pub Type — Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Computer Software, Definitions, Elementary Secondary Education, *Information Networks, Legal Problems, Merchandise Information, *Microcomputers, Office Management, Purchasing, Technological Advancement, *Telecommunications, Two Year Colleges
Identifiers—Electronic Mail, *Local Area Networks

Local area networks (LAN) are privately owned communication systems that connect multivendor devices at high speed. As microcomputers become more common in schools, user interest in sharing information, software, and peripherals will increase. A basic understanding of the operation of all LAN's can be gained by knowing four elements: media, topology, method of channel access, and bandwidth. LAN's used for instruction provide advantages not available from a single microcomputer. Cost savings result from students sharing public domain and network-licensed instructional software as well as peripherals. Teachers can unobstrusively monitor students' progress while programs make the assessment of student progress easier. Communications devices turn the microcomputer into a library. Administrative applications of LAN's include recordkeeping, word processing, budgeting, scheduling, and inventory control. The use of any micrcomputer LAN available today is limited by (1) the need for network management, (2) the shortage of technical support, (3) the lack of multi-user database management system (DBMS) software, and (4) the legal barriers to the use of single-user software on LAN's. School administrators should begin a process of hands-on LAN familiarity and training, site visitations, and data communications needs assessment before purchasing a LAN. Twenty-eight references are included. (MLF)

ED 254 927 EA 017 591

Preparation of Principals. The Best of ERIC on Educational Management Number 81.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contract—400-83-0013
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology on Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Administrator Evaluation, Administrator Qualifications, Elementary Secondary Education, *Inservice Education, *Internship Programs, *Management Development, Models, On the Job Training, Practicums, *Principals, Professional Development, Professional Education, *Professional Training, School Supervision
Identifiers—American Association of School Administrators

This annotated bibliography reviews 12 publications on preparation of principals. Of these, three (entries 1, 7, and 11) concern internships: essential elements thereof, a proposed "critical incident" technique for internships, and a practicum program in South Carolina. Three of the articles (2, 5, and 9) focus on models or approaches to the training of principals: a model based on contingency theory, techniques based on the decision sciences, and a discussion of the three broad elements in the structure of educational administration training programs. The third entry reviews a book of guidelines for preparation of school administrators issued by the American Association of School Administrators, and the fourth is a description of the Principals' Center at Harvard. The four remaining articles (entries 6, 8, 10, and 12) cover various aspects of inservice training for professionals: a status report, a training program in clinical supervision from Chicago, a discussion of inservice needs, and an instructional management training program in Mississippi developed in conjunction with the implementation of an outcome-based education format. (TE)

ED 256 009 EA 017 615

Gall, Meredith D. Renchler, Ronald S.

Effective Staff Development for Teachers: A Research-Based Model.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86552-089-5
Pub Date—85
Contract—400-83-0013
Note—59p.; The main portion of this monograph is a revised and updated version of a literature review published in "The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction," 1982 (ED 228 745).
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.75 prepaid; quanity discounts; on purchase orders $2.00 will be added for postage and handling).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basic Skills, Case Studies, Elementary Secondary Education, Governance, *Inservice Teacher Education, *Instructional Improvement, Literature Reviews, Organizational Climate, *Performance Factors, Program Design, Program Development, *Program Effectiveness, Program Evaluation, Program Implementation, *Staff Development, Student Improvement, Teacher Improvement

To provide administrators and teachers with a set of essential elements and principles to consider in using inservice programs for school improvement, this document presents a model comprised of 27 dimensions identified as important elements of effective inservice programs. These dimensions were identified through a review of the research literature on basic skills instruction at the elementary school level. (Appendix A briefly reviews the sources providing this research.) A second literature review identified four inservice experiments that used these dimensions to improve students' basic skills achievement. (Appendix B briefly describes these experiments.) Following a foreword and introduction, a table summarizes the findings concerning these dimensions–listing each element, the effective practice associated with each element, and the research validating the effectiveness of these practices. The four types of research used include basic skills experiments, implementation research, inservice research, and survey research. The bulk of the document expands on these aspects of each dimension, with the dimensions divided into the following six categories: teacher objectives, student objectives, delivery systems, organizational context, governance, and selection and evaluation. To illustrate how theory is transferred into practice, case studies of three successful school district staff development programs are provided. A bibliography lists 56 references. (DCS)

ED 259 448 EA 017 908

Ellis, Thomas I.

Dismissing Incompetent Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Five.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearing-

house on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Due Process, Elementary Secondary Education, Teacher Administrator Relationship, *Teacher Discipline, *Teacher Dismissal, *Teacher Evaluation, Teacher Improvement
Identifiers—ERIC Digests

Dismissing incompetent tenured teachers is a difficult and time-consuming task. Contrary to popular opinion, however, that task is not impossible. Effective dismissal of incompetent teachers requires thorough, valid, and well-documented evaluation procedures, appropriate remediation efforts, and a fair hearing prior to dismissal. (TE)

ED 259 449 EA 017 909
Ellis, Thomas I.
Motivating Teachers for Excellence. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Six.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Incentives, Inservice Teacher Education, Job Satisfaction, Need Gratification, Participative Decision Making, Professional Recognition, Rewards, Self Actualization, Teacher Administrator Relationship, Teacher Evaluation, *Teacher Morale, *Teacher Motivation, *Teaching (Occupation)
Identifiers—ERIC Digests

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Administrators can therefore boost morale and motivate teachers to excel through participatory governance, inservice education, and systematic, supportive evaluation. (TE)

ED 259 450 EA 017 910
Ellis, Thomas I.
Extending the School Year and Day. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Seven.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Cost Effectiveness, Elementary Secondary Education, *Extended School Day, *Extended School Year, Instructional Improvement, School Effectiveness, *Time Factors (Learning), *Time Management, *Time on Task
Identifiers—ERIC Digests

Arguments for lengthening the school day and/or school year are predicated on the notion that more time devoted to learning will yield proportionally higher achievement scores. Research reveals, however, that the correlation between time and achievement is far slighter than expected. The quality of instructional time is more important than quantity; moreover, the costs of extending school time are disproportionate to any resulting instructional gains. (TE)

ED 259 451 EA 017 911
Ellis, Thomas I.
Microcomputers in the School Office. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eight.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computers, Computer Software, *Data Processing, *Educational Administration, Elementary Secondary Education, Information Networks, Information Storage, Interschool Communication, *Management Information Systems, Man Machine Systems, *Microcomputers, Organizational Communication, School Security
Identifiers—ERIC Digests, Local Area Networks

Microcomputers can vastly improve the efficiency of data management, data analysis, and communications in the school office, but implementation should be carefully planned, with attention to relative cost for benefits obtained, appropriateness of software and hardware, and potential security risks. (TE)

ED 259 452 EA 017 912
Ellis, Thomas I.
Teacher Competency: What Administrators Can Do. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Nine.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Inservice Teacher Education, Screening Tests, Staff Development, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Recruitment, Teacher Salaries, *Teacher Supervision, Test Validity
Identifiers—ERIC Digests

Recent concern for the quality of education has placed pressure on school administrators to assess and upgrade the competency of their teaching staff. No simple formula exists for measuring teacher competency, however, nor are any new methods guaranteed to improve the quality of instruction. Nevertheless, through a combination of clinical supervision, teacher evaluation, inservice education, incentive programs, and instructional leadership, administrators can upgrade the competency of their staff and increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms. (TE)

ED 259 453 EA 017 913
Ellis, Thomas I.
Merit Pay for Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Ten.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compensation (Remuneration), Cooperative Planning, *Differentiated Staffs, Elementary Secondary Education, Master Teachers, *Merit Pay, *Personnel Policy, Program Development, *Recognition (Achievement), Teacher Administrator Relationship, Teacher Salaries
Identifiers—ERIC Digests

The success of a merit pay program depends primarily on careful, cooperative planning involving all constituencies who will be affected, so that the resulting plan is affordable, acceptable to teachers, and adapted to the needs of the district. Criteria for awards should reflect the goals of the program, and should be applied fairly and consistently by trained evaluators. Failure of merit pay programs normally results from ambiguous or inconsistent standards, remote or authoritarian planning, or arbitrary award determinations (all of which engender teacher opposition), or from unforeseen administrative complexities and budget limitations. (TE)

ED 259 454 EA 017 914
Ellis, Thomas I.
Class Size. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eleven.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Class Size, Cost Effectiveness, Crowding, *Educational Policy, Elementary Secondary Education, *Meta Analysis, *Small Classes, Teacher Morale, *Teacher Student Ratio
Identifiers—Educational Research Service, ERIC Digests

Research indicates that the relationship between class size and instructional effectiveness depends on a multitude of related variables, such as age level of students, subject matter taught, and instructional methods used. Recent statistical syntheses of this research reveal that the instructional benefits of smaller classes are most significant for classes with under 20 students; between 25 and 40 students, class size has little overall effect on educational quality. (TE)

ED 259 455 EA 017 915
Gushee, Matt
Student Discipline Policies. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Corporal Punishment, Court Litigation, *Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, Expulsion, Legal Problems, Policy Formation, School Law, *School Policy, Student Behavior, *Student Rights, Student School Relationship, Suspension
Identifiers—ERIC Digests

Educational policy makers and administrators must choose from a bewildering variety of discipline models and techniques. Legal intervention and contradictory research findings further complicate the matter. There is, therefore, no cut-and-dried solution to student behavior problems. Rather, discipline policies must be based on community values, and on administrators' best judgment of students' welfare. Policy recommendations emerging from the literature include (1) the need for accurate data on student behavior prior to setting policy; (2) involvement in policy making by all groups affected by it (i.e. students, teachers, parents, and community members); (3) clear definition of undesirable student behavior; (4) flexibility, to allow for different situations; (5) clear communication via a readable and well-designed student handbook; and (6) consistent enforcement. (TE)

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EC

ED 249 694 EC 170 495
Jones, Reginald L., Ed.
Attitudes and Attitude Change in Special Education: Theory and Practice.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-137-4
Pub Date—84
Contract—400-81-0031
Note—270p.
Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($20.00 non-member, $17.00 member, Publication No. 260).
Pub Type— Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Attitude Change, *Attitudes, *Disabilities, Elementary Secondary Education, Emotional Disturbances, Learning Disabilities, Mental Retardation, Physical Disabilities, Research Methodology, Special Education, *Student Attitudes, Teacher Attitudes

Twelve papers address issues of attitudes towards handicapped persons. The authors were invited to summarize and critically evaluate the literature in their area of expertise, including their own research. Contributions touch on measurement and methodological issues as well as other topics. The following papers are included: "Attitudes and Attitude Change in Special Education" (R. Jones and S. Guskin); "Perspectives and Issues in the Study of Attitudes" (H. Triandis, J. Adamopoulos, D. Watts); "Approaches to the Measurement of Attitude" (R. Dawes); "Sociometric Research in Special Education" (D. MacMillan and G. Morrison); "Classroom Learning Structure and Attitudes toward Handicapped Students in Mainstream Settings: A Theoretical Model and Research Evidence" (D. Johnson and R. Johnson); "Attitudes toward Mentally Retarded Children" (J. Gottlieb, L. Corman, R. Curci); "Attitudes toward the Learning Disabled in School and Home" (B. Reid); "Children's Attitudes toward Emotionally Disturbed Peers" (C. Chiba); "Attitudes toward the Physically Disabled" (J. Siller); "Attitudes of Educators toward the Handicapped" (J. Jamieson); and "Modifying Attitudes toward the Handicapped: A Review of the Literature and Methodology" (A. Towner). (CL)

ED 253 001 EC 171 334
Scholl, Geraldine T., Ed.
The School Psychologist and the Exceptional Child.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-153-6
Pub Date—85
Contract—400-81-0031
Note—265p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($18.95, $16.11 member; Publication No. 300).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Communication Disorders, Counselor Role, *Disabilities, *Educational Assessment, Elementary Secondary Education, Emotional Disturbances, *Exceptional Persons, Gifted, Hearing Impairments, Informal Assessment, Learning Disabilities, Mental Retardation, Physical Disabilities, *Psychological Testing, *School Psychologists, *Student Evaluation, Visual Impairments

Intended for use with students preparing for careers in school psychology, the text assumes little familiarity with special education and focuses on those aspects of special education of greatest relevance for the assessment process. The book is divided into two major parts: Part I, "General Considerations," includes a brief description of the changing role of the school psychologist, an overview of assessment, and the use of informal procedures as assessment tools. Part II, "Areas of Exceptionality," reviews the specialized characteristics and needs of each category of exceptional pupils. The document contains the following studies: "The Role and Function of the School Psychologist" (G. Scholl); "The Process of Assessment" (P. Elitov); "Non-Test-Based Approaches to Assessment" (E. Oka and G. Scholl); "The Gifted and Talented" (A. Swan); "Mental Retardation" (J. Ardizzone and G. Scholl); "Learning Disabilities" (E. Mollen); "The Emotionally Disturbed" (R. Brown); "Physical and Multiple Handicaps" (S. Tindall and G. Scholl); "Hearing Impairments" (J. Harrison); "Visual Impairments" (G. Scholl); and "Communication Disorders" (G. Scholl and Y. Loucks). (DB)

ED 254 984 EC 172 035
Scholl, Geraldine T., Ed.
Quality Services for Blind and Visually Handicapped Learners. Statements of Position.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-154-4
Pub Date—84
Contract—400-81-0031
Note—74p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. B619, $7.00, $5.95 member).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, *Parent Role, *Program Administration, Program Development, *Teacher Role, *Visual Impairments

Seventeen position papers address essential elements in quality programing for visually handicapped learners. The papers represent the philosophy of the Council for Exceptional Children's Division for the Visually Handicapped. Following two foundation position papers, "Services for the Blind and Visually Impaired" (K. Huebner) and "Visually Handicapped Children" (G. Scholl), five topics are examined: administrative considerations, the teacher, curricular considerations, special populations, and the role of parents. The following papers are included: "The Continuum of Services for Visually Handicapped Students" (N. Bryant); "The Role of Residential Schools for the Blind in Educating Visually Handicapped Pupils" (W. Miller); "The Role and Responsibility of the State Education Consultant for the Visually Handicapped" (State Education Consultants for the Visually Handicapped); "Instructional Resource Centers for the Visually Handicapped" (J. Todd); "Funding" (E. Long); "The Role and Function of the Teacher of the Visually Handicapped" (S. Spungin); "Expansion of the Role of the Teacher of the Visually Handicapped: Providing for Multi-Impaired Students" (P. Vedovatti and R. Silberman); "Teacher Preparation: Continuity and Change" (R. Swallow); "Specialized Certification" (J. Stager); "Low Vision: Topics of Concern" (L. Gardner and A. Corn); "The Role of the Orientation and Mobility Instructor in the Public Schools" (E. Hill); "Programs for Visually Handicapped Infants and Young Children" (Participants of VIIIth International Seminar on Preschool Blind and Visually Impaired); "Education of Gifted Visually Handicapped Children" (A. Corn and G. Scholl); "Services for Deaf-Blind Children and Youth: Coming of Age?" (V. McVeigh); and "Parent/Educator Cooperative Efforts in Education of the Visually Handicapped" (V. Hart and K. Ferrell). A list of pertinent professional agencies and organizations is appended. (CL)

ED 255 009 EC 172 068
Stainback, Susan Stainback, William
Integration of Students with Severe Handicaps into Regular Schools.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-151-X
Pub Date—85
Contract—400-81-0031
Note—153p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.75 Nonmembers, $13.39 Members; Publication No. 293).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, Interaction, *Mainstreaming, Peer Acceptance, *Peer Relationship, *Severe Disabilities, Student Attitudes, Teaching Methods

Intended for both regular and special educators, the book outlines ways to promote integration between students with severe handicaps and their peers. The first of five sections includes an overview about students with severe handicaps as well as background information on the integration of severely handicapped students. Three chapters in section II address interactions in integrated settings, with separate attention to providing opportunities for interaction, assessing those opportunities, and promoting interactions. Section III concerns ways to educate nonhandicapped students about individual differences and includes discussion of the rationale, assessment procedures, and a model for educating nonhandicapped students. Section IV consists of two author contributed papers on training social and other skill areas in severely handicapped students to facilitate their interaction. A final section provides three papers on additional information useful to classroom teachers in promoting the positive integration of students both in the classroom and the community. (CL)

ED 255 011 EC 172 070
Weintraub, Frederick J. Ramirez, Bruce A.
Progress in the Education of the Handicapped and Analysis of P.L. 98-199. The Education of the Handicapped Act Amendments of 1983. Special Education in America: Its Legal and Governmental Foundations Series.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-156-0
Pub Date—85
Contract—400-81-0031
Note—75p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($6.00, $5.10 Members; Publication No. 296).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, Elementary Secondary Education, Equal Education, Federal Aid, *Federal Legislation, Individualized Education Programs, Special Education, Teacher Education, *Trend Analysis
Identifiers—*Education of the Handicapped Act Amendments 1983

The monograph examines the status of education for the handicapped and addresses the provisions of P.L. 98-199 The Education of the Handicapped Act Amendments of 1983. Chapter 1, on progress in the education of the handicapped, presents information on the following topics: (1) the number of handicapped students receiving a free, appropriate public education; (2) special education and related services personnel; (3) least restrictive environment; (4) student evaluation; (5) individualized education programs; and (6) regressive trends, including the impact of fiscal restraint on actual appropriations. Chapter 2 outlines provisions of P.L. 98-199 regarding such aspects as centers and services to meet the special needs of the handicapped, personnel recruitment and training, research and demonstration projects, and special programs for children with specific learning disabilities. The text of the amended law is included as well as a list of public policy resources that are available through the Council for Exceptional Children. (CL)

ED 256 103 EC 172 501
Chinn, Philip C., Ed.
Education of Culturally and Linguistically Different Exceptional Children.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-152-8
Pub Date—84
Contract—400-81-0031
Note—131p.; For individual chapters, see EC 172 502-506.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. P292, $8.00

nonmember; $6.80 member).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Cognitive Development, *Cultural Differences, Curriculum Development, *Demography, *Disabilities, Elementary Secondary Education, Incidence, Language Acquisition, Limited English Speaking, *Student Evaluation, *Teacher Education, Testing Problems

Five papers address factors in the education of children with cultural or linguistic differences. N. Dew documents the prevalence of exceptional bilingual children, analyzes trends, and recommends future data collection and monitoring efforts in "The Exceptional Bilingual Child: Demography." E. Vasquez Nutall et al present "A Critical Look at Testing and Evaluation from a Cross-Cultural Perspective," in which attempts to eliminate or reduce test bias are reviewed and alternatives to cross-cultural approaches are offered. R. Rueda summarizes ongoing research in "Cognitive Development and Learning in Mildly Handicapped Bilingual Children," noting work in the relationship between language and cognition in such children and in the acquisition of literacy by them. In "Language and Curriculum Development for Exceptional Bilingual Children," A. Ortiz reviews literature which holds promise in developing practice and policy. L. Baca concludes with a history of past and a summary of current teacher training programs in the field. (CL)

ED 256 143 **EC 172 544**
Careers in Service to Exceptional Individuals.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—31p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($4.00, Publication No. B702).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, Ancillary School Services, *Careers, Counselors, *Disabilities, Elementary Secondary Education, Occupational Therapists, Physical Therapists, *Special Education, *Special Education Teachers, *Specialists, Therapists

The manual is intended to provide an overview of career working with exceptional persons. An introduction reviews basic terms and summarizes types of disabilities. Section II focuses on careers in the schools, with information on roles and training of special education teachers, teacher aides, administrators and supervisors, college faculty, and teachers of gifted students. Among health-related professionals covered are physical therapists, occupational therapists, rehabilitation counselors, and creative arts therapists. The importance of understanding disabilities in any occupation is emphasized. A final section lists resources for more information on careers. (CL)

FL

ED 256 181 **FL 015 008**
Gaies, Stephen J.
Peer Involvement in Language Learning. Language in Education: Theory and Practice No. 60.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599316-X
Pub Date—85
Contract—400-82-0009
Note—168p.
Available from—Harcourt Brace Jovanovich, Inc., Orlando, FL 32887.
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Educational Benefits, Individualized Instruction, Intercultural Communication, Interpersonal Communication, *Peer Influence, *Peer Teaching, *Second Language Learning, Self Esteem, *Student Attitudes, Student Motivation, Teacher Student Relationship, Teaching Methods, Time Factors (Learning), Tutoring

While not an instructional panacea, peer involvement in second language learning can provide a rich and productive supplement to the second language classroom experience. It casts learners and teachers into new roles that may lead to a variety of benefits, enriching the total educational and social environment. The systematic use of peer teachers and tutors is a much-publicized practice in contemporary education, but information about it has not been widely disseminated. While peer involvement programs are often largely in response to practical needs, they also closely reflect current views about how a second language is learned best. It is widely applicable for learners of all ages and achievement levels and for a wide variety of instructional purposes. The potential pedagogical benefits include increased individualization, intensified drill practice, and increased communication opportunities. Potential socio-affective benefits include increased motivation, strengthened cross-cultural understanding, self-concept and sense of self-direction, and reduced inhibition. To be successful, peer involvement programs must be thoughtfully planned, carefully structured, and systematically monitored. If this is accomplished, the technique may lead to a new teacher-learner relationship and form the basis for more effective and meaningful second language learning. (MSE)

ED 256 182 **FL 015 009**
Barnitz, John G.
Reading Development of Nonnative Speakers of English: Research and Instruction. Language in Education: Theory and Practice, No. 63.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599315-1
Pub Date—85
Contract—400-82-0009
Note—122p.
Available from—Harcourt Brace Jovanovich, Inc., Orlando, FL 32887.
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Applied Linguistics, Bilingualism, Classroom Techniques, *Cognitive Processes, Comparative Analysis, *English (Second Language), Language Acquisition, *Literacy, Orthographic Symbols, *Reading Instruction, *Reading Research, *Second Languages, Teacher Education, Vocabulary Development

A state of the art report on the development of native and second language reading skills in nonnative English speakers begins with a review of the reading process and the relationship of language to the reading process. The second chapter reviews various levels of language and relates them to reading and learning to read a first and second language. Two questions are addressed: (1) to what extent do language proficiency or language differences affect reading and learning to read a second language? and (2) what principles and methods are useful in facilitating the nonnative speaker's acquisition of English literacy? First and second language reading research is examined and compared, and teaching strategies and techniques are reviewed. Finally, some related issues in applied linguistics and second language literacy are discussed, including (1) the relationship of orthographies, bilingualism, and reading; (2) initial literacy in the native vs. the second language; (3) similarities and differences in learning to read in different languages; and (4) needs in teacher education programs concering language differences and reading. Suggestions for further reading, a list of organizational resources, and a bibliography are included. (MSE)

ED 257 322 **FL 015 075**
Behrens, Sophia A., Comp.
Directory of Foreign Language Service Organizations: 3. Language in Education: Theory and Practice, No. 61.
Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599313-5
Pub Date—85
Contract—400-82-0009
Note—154p.
Available from—Harcourt, Brace, Jovanovich International, Orlando, FL 32887.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Agency Role, Cultural Enrichment, Elementary Secondary Education, Higher Education, *Information Sources, Instructional Materials, Language Teachers, Organizations (Groups), *Professional Associations, Professional Services, Publications, *Publishing Industry, Researchers, *Resource Materials, *Second Language Instruction, Teaching Guides

This updated resource guide for foreign language educators contains information on resources and services that can help enrich the classroom instruction. It is also designed for those who are concerned with the study or advancement of foreign languages and cultures. Information is provided on 149 foreign language service organizations and 68 publishers and distributors of foreign language materials. A language index is included. Two major sources of information and services relating to the teaching of English as a second language have also been included: Teachers of English to Speakers of Other Languages (TESOL) and the English Language Division of the British Council Central Information Service (formerly the British Council English Teaching Information Centre. For each service organization, information is provided on: the president, founding data, source of funding, number of staff, purpose, subject area, grade level, services, geographic area served, newsletter, publications, and projects in progress. The listing of publishers and distributors includes the address, phone number, and contact persons, when known. Publishers/-distributors that provide inservice training for educators purchasing their materials are identified, along with any cost involved. Organizations and publishers/distributors offering services or materials related to specific languages may be located in the index under the language itself or under broader terms such as, "Uncommonly Taught Languages," and "East European Languages." (SW)

HE

ED 251 058 **HE 017 942**
Gappa, Judith M.
Part-Time Faculty: Higher Education at a Crossroads. ASHE-ERIC Higher Education Research Report No. 3, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No.—ISBN-0-913317-12-8
Pub Date—84
Contract—400-82-0011
Note—129p.
Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type — Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Accrediting Agencies, Collective Bargaining, *College Faculty, Court Litigation, *Employment Practices, Faculty Workload, Higher Education, Interprofessional Relationship, *Legal Problems, *Part Time Faculty, *Personnel Policy, Standards, State Aid, *Teacher Characteristics, Teacher Employment Benefits, Teacher Recruitment, Trend Analysis, Two Year Colleges

The current use of part-time faculty and issues regarding this practice are addressed. Attention is directed to the demographic and employment characteristics of part-time faculty, the policies and practices that colleges follow for part-time employment, and legal and other constraints influencing the way they are used. Some institutional efforts to improve the status and use of part-time faculty are described, and policy implications are examined. After presenting national data on part-time faculty, information is provided on: the distribution of part-timers, a taxonomy of part-time faculty, and career aspirations and work history of a sample of part-timers. Four constraints on colleges and universities that affect the employment of part-time faculty are: legal decisions, collective bargaining agreements, state funding formulas, and standards established by accrediting agencies. Consideration is also given to institutional policies and practices affecting recruitment, job assignments and workload, support services, communication with peers

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and participation in governance, compensation and fringe benefits, and job security. The evaluation and development of part-time faculty at two-year colleges are also addressed. (SW)

ED 252 141 **HE 017 996**

Taylor, Barbara

Monitoring the Financial Condition of Colleges and Universities. AAHE-ERIC Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00).

Journal Cit—AAHE Bulletin; p7-10 December 1984

Pub Type — Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Economic Factors, *Educational Finance, *Evaluation Criteria, *Fiscal Capacity, *Higher Education, Institutional Research, Money Management, Statistical Analysis

Identifiers—*Financial Indicators, *Institutional Vitality

Efforts to monitor the financial condition of colleges and universities have arisen from concerns about the effects of economic and demographic pressures. Researchers have attempted to monitor financial condition through two types of research: subjective studies and objective financial indicator studies. Subjective analyses can be useful for gauging constituent satisfaction with financial performance and priorities. Efforts to create objective indicators reflect a desire to monitor measurable changes in financial condition and to maintain financial strength through the effective use of available resources. An example of a commonly used financial indicator is the ratio of instructional expenditures to total educational and general expenditures. Some financial indicators may entail nonfinancial data (e.g., the ratios of new freshmen to total applicants accepted). The interpretation of a financial indicator rests on an assumption of what constitutes "sound" financial condition. For example, overreliance on tuition income is frequently cited as evidence of weak financial condition. The assessment of institutions can be undertaken by experts or based on a theoretical framework. Applications and limitations of financial indicators have been discussed in the literature. (SW)

ED 252 169 **HE 018 053**

Lindgren, J. Ralph And Others

Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ASHE-ERIC Higher Education Research Report No. 4, 1984.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-13-6

Pub Date—84

Contract—400-82-0011

Note—86p.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).

Pub Type — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affirmative Action, College Faculty, *College Students, *Compliance (Legal), *Court Litigation, *Employment Practices, Equal Protection, *Federal Legislation, Higher Education, Legal Responsibility, Personnel Policy, School Personnel, *Sex Discrimination, State Legislation, Student Rights

Identifiers—Civil Rights Act 1964 Title VII, Equal Pay Act 1963, Executive Order 11246, Fourteenth Amendment, Title IX Education Amendments 1972

The obligations of colleges and universities under existing laws prohibiting sex discrimination are discussed. Attention is directed to developments in the law relating to sex discrimination against employees and against students in colleges and universities, and practical and cost-efficient strategies for complying with the law. The pertinent laws on sex discrimination against employees, job applicants, and students are cited. The employee-related laws address hiring, retention, promotion, tenure, salary and fringe benefits, sexual harassment, and affirmative action practices for government contracts. Judicial decisions are based on the prima facie case, rebuttal, pretext, and the discovery of confidential faculty evaluations. The laws on sex discrimination against students address practices in admissions, tuition rates, financial aid, sexual harassment, student organizations, student services, housing and parietal rules, and athletics. Three strategies for compliance are: (1) carefully selecting and training key academic and administrative personnel, including faculty who serve on review and search committees; (2) implementing a management control system; and (3) securing indemnification against losses suffered as a result of unintentional discrimination. (SW)

ED 252 170 **HE 018 054**

Olswang, Steven G. Lee, Barbara A.

Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ASHE-ERIC Higher Education Research Report No. 5, 1984.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-14-4

Pub Date—84

Contract—400-82-0011

Note—90p.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).

Pub Type — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Freedom, *Accountability, Compliance (Legal), Consultants, Faculty College Relationship, Faculty Evaluation, *Faculty Workload, Federal Regulation, Higher Education, *Intellectual Property, Legal Responsibility, *Multiple Employment, Participative Decision Making, *Professional Autonomy, Standards, Teacher Morale, Teacher Responsibility, Teacher Student Relationship, Tenure

The issues surrounding faculty academic freedom and institutional accountability are considered. After reviewing the evolution of academic freedom and tenure, attention is directed to issues prompting greater accountability by institutions and individuals, and the compatibilities and conflicts arising from the emerging requirements. Recommendations are offered to avoid unnecessary problems between faculty and administrators while preserving the concepts of academic freedom and tenure. Colleges have faced increasing requirements to account for funds they receive and to respond to inquiries about efficiency and effectiveness. As a result, colleges have had to enact and enforce limitations on faculty that address: permissible levels of outside consulting, consulting for business/industry and conflicts of interest, ownership of patents and copyrights, and proper conduct with students. Violations of new rules become valid cause for faculty discipline or dismissal. Although increased regulation of faculty conduct may not be inconsistent with academic freedom, it does seriously affect faculty morale and job satisfaction. One mechanism to offset the negative effects on faculty is to involve faculty in studying and implementing regulations for professional conduct. (SW)

ED 255 130 **HE 018 185**

Johnson, Lynn G.

The High-Technology Connection: Academic/Industrial Cooperation for Economic Growth. ASHE-ERIC Higher Education Research Report No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-15-2

Pub Date—84

Contract—400-82-0011

Note—129p.

Available from—Association for the Study of Higher Education, Department PR-6, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).

Pub Type — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Consultation Programs, *Cooperative Programs, *Economic Progress, Engineers, *Higher Education, Innovation, Models, Professional Continuing Education, Professional Development, *Research and Development, *School Business Relationship, Scientists, Teacher Role, Technical Assistance, Technological Advancement, *Technology Transfer

Cooperative arrangements between academic institutions and industry are examined, with attention to linkages in high technology research and development (R&D), the commercial application of R&D (technology transfer), and the preparation and continuing development of scientific and engineering personnel. Incentives and barriers to campus/corporate involvements are identified. Also examined are the historical development of R&D ties, stages of technological change and community conditions affecting this process, patterns of innovation in large and small companies, and policy issues concerning nontraditional study and faculty ties with business. Cooperation in R&D includes arrangements such as contracted research projects, cooperative research centers, and personnel exchanges, while modes of technology transfer range from seminars and publications to faculty consulting and small business development services. Ten suggestions are offered to help colleges evaluate current linkages with industry, unmet local or regional needs, and school educational and personnel policies. A conceptual model of academic/industrial cooperation shows the economic goals and development strategies that relate to each type of linkage, as well as the extent of interaction that characterizes specific cooperative arrangements. Fifteen pages of references conclude the document. (SW)

ED 258 501 **HE 018 410**

Morse, Susanne W.

Employee Educational Programs: Implications for Industry and Higher Education. ASHE-ERIC Higher Education Research Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-16-0

Pub Date—84

Contract—400-82-0011

Note—99p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 nonmembers; $6.00 members).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Role, *Cooperative Programs, *Education Work Relationship, Government Role, Higher Education, *Industrial Training, Inplant Programs, *Job Training, Labor Force Development, Program Evaluation, *School Business Relationship, *Staff Development, Teaching Methods, Training Allowances, Unions

Identifiers—*Corporate Education, Tuition Benefit Programs

Current types of industry-sponsored educational programs, training facilities, and teaching and evaluation methods are described. The history of education and training within the corporate world and the roles of government and unions are traced. Factors that have limited college and industrial cooperation in employee education are also identified. Four types of employee educational programs are covered: (1) job and company-specific training offered in-house; (2) trade seminars and professional meetings; (3) tuition aid programs; and (4) credit courses and degree programs offered by businesses either independently or in cooperation with colleges. Philosophies of educating for work are discussed, as are competency studies conducted by three organizations. Benefits of collaboration for the two sectors are identified. For colleges, industry provides a source of students and an opportunity for faculty to better understand technological changes and skills needed by employees. For industry, colleges offer facilities, faculty expertise, research findings, and structures for awarding credit and degrees. Issues that colleges and industry should consider in deciding whether to work together in educating employees are outlined, as well as ways to identify each other's needs and assets. (SW)

ED 259 689 HE 018 685
Moran, Barbara B.
Academic Libraries: The Changing Knowledge Centers of Colleges and Universities. ASHE-ERIC Higher Education Research Report No. 8, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-17-9
Pub Date—84
Contract—400-82-0011
Note—109p.
Available from—Association for the Study of Higher Education, Department PR-8, One Dupont Circle, Suite 630, Washington, DC ($7.50).
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Libraries, *Change Strategies, College Administration, *College Libraries, Computer Oriented Programs, Cooperative Programs, Economic Factors, Higher Education, *Information Dissemination, *Librarians, Library Acquisition, Library Administration, *Library Automation, Library Collection Development, Library Education, Library Networks, Online Searching, Personnel Policy, Technological Advancement

Changes occurring in college libraries as a result of automation are described, along with financial issues in library management, personnel issues, and changing patterns of collection development and resource sharing. New developments include online public access catalogs, computer-generated bibliographies, online search systems, and computerized library networks that enable sharing of cataloging records. To promote the conversion to modern information services, library directors need managerial, leadership, and fund-raising skills. In addition to a growing number of academic librarians who have been given faculty status, the library school curriculum and the credentials needed by beginning librarians have changed in response to modern developments. As a result of the tremendous growth in the volume and costs of publications, campus libraries have been unable to maintain previous levels of collection development. Examples of resource sharing, which addresses this difficulty, are identified. Also considered are new formats in library collections (e.g., video discs), and the problem of preserving library materials. Recommendations concerning planning, financial support of libraries, and cooperative library ventures are included. (SW)

ED 259 690 HE 018 686
Austin, Ann E.
The Work Experience of University and College Administrators.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Pub Date—84
Note—8p.
Available from—American Association of University Administrators, P.O. Box 6221, University of Alabama, Tuscaloosa, AL 35486 ($2.00).
Journal Cit—Administrator's Update. Volume 6, Number 1, Fall 1984.
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Responsibility, *College Presidents, *Deans, Decision Making, Higher Education, Job Satisfaction, *Middle Management, *Power Structure, Work Attitudes, *Work Experience

The work experiences of college presidents, deans, and midlevel administrators are examined, with attention to job characteristics, degree of participation in college decision making, loyalty and commitment to the school, and job satisfaction. Extrinsic variables of the work environment include workload, rewards, supervision, and opportunities, while intrinsic variables cover the work itself, how it is performed, the degree of autonomy over the work, and feedback received. Presidents are facing an increasing number of complex demands from within and without their institutions. While the responsibilities of deans have increased recently, it is unclear whether shifts in the college power structure will increase or restrict deans' power. Midlevel administrators, who may have to implement policies made by others, are defined as the directors and deans of support services, as well as other administrators to whom assistants report. All three groups of administrators experience excessive demands on time, considerable role conflict and stress, and limited opportunities for mobility. To enhance administrators' work experience, it is important to articulate purposes, use collaborative approaches, improve opportunities for professional growth, and increase knowledge of administrators' work. (SW)

ED 259 691 HE 018 687
Yuker, Harold E.
Faculty Workload: Research, Theory, and Interpretation. ASHE-ERIC Higher Education Research Report No. 10, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-19-5
Pub Date—84
Contract—400-82-0011
Note—120p.
Available from—Association for the Study of Higher Education, Department PR-10, One Dupont Circle, Suite 630, Washington, DC ($7.50).
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Faculty, *Faculty Workload, Higher Education, Institutional Research, *Noninstructional Responsibility, Overtime, Research Methodology, *Research Problems, *Teaching Load, Validity, *Working Hours

Kinds of faculty workload data that can be obtained from college and faculty reports are examined, along with potential problems in workload studies. A main research concern is deciding which faculty activities should be considered as workload. Types of data that are sometimes used in colleges' faculty workload formulas concern student credit hours, faculty contract hours, and student/faculty ratios. However, these measures ignore noninstructional time and they assume that the same amount of time is involved in teaching all three-credit courses, regardless of discipline and course level. Faculty reports on their activities are another information source, using interviews, diaries, or work samples. Possible research problems include a biased sample, the time of survey administration, the time period covered, time allocation, and study reliability and validity. Factors that can affect workload data include demographic factors (discipline, country, institution); scheduling factors (class size, course level, course type, preparations); and individual factors (rank, gender, and individual differences). Ten recommendations are offered concerning such issues as the sponsorship of the study, study methods, the effect of teaching load on scholarship, and the relationship between teaching load and teaching effectiveness. (SW)

ED 259 692 HE 018 688
Morrison, James L. And Others
Futures Research and the Strategic Planning Process: Implications for Higher Education. ASHE-ERIC Higher Education Research Report No. 9, 1984.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-18-7
Pub Date—84
Contract—400-82-0011
Note—141p.
Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-9, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Change Strategies, *College Planning, Delphi Technique, Educational Policy, *Futures (of Society), Higher Education, Long Range Planning, Mathematical Models, Prediction, *Predictive Measurement, Statistical Analysis, *Trend Analysis
Identifiers—*Environmental Scanning, Futures Research, *Strategic Planning

The use of futures research to improve a college's ability to deal with changes brought about by social, economic, political, and technological developments is discussed, with attention to new planning strategies and forecasting methods. While traditional long-range planning tracks and forecasts the institution's internal development, strategic planning considers a range of possible societal conditions that may influence education, as well as the potential effects of different policies. The technique of environmental scanning, which is derived from futures research, is an integral part of strategic planning. The environmental scanning process and the following evaluation and forecasting methods are explained, with examples and charts/illustrations: impact network; probability-impact chart; individual judgmental forecasting; mathematical trend extrapolation (e.g., regression, time series); group forecasting (e.g., the Delphi technique); cross-impact models; scenarios; and policy impact analysis. Key stages in the development of public issues, and lessons learned in the corporate world are also considered, along with suggestions for developing a strategic planning process within an existing organization. (SW)

IR

ED 247 926 IR 011 375
Brown, James W., Ed.
Trends in Instructional Technology.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-82-0001
Note—56p.; These papers also appear as Part I of "Educational Media Yearbook 1984," edited by James W. Brown and published by Libraries Unlimited, Littleton, CO.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-66, $6.95 per copy plus $1.50 for shipping and handling).
Pub Type — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, *Educational Technology, *Educational Trends, Employment Opportunities, Employment Qualifications, Futures (of Society), History, Industrial Training, *Information Networks, *Information Science, Intermode Differences, Learning Theories, *Media Research, Military Training, Professional Associations, *Systems Approach

This collection of five articles presents the viewpoints of experts on various aspects of the field of instructional technology (IT). Wesley C. Meierhenry traces the history of IT from its original emphasis on audiovisual media to its current concern with instructional design and the use of systems and systematic approaches. Henry T. Ingle presents a menu of new information technology developments and suggests some implications for IT professionals. The history of IT research is reviewed by Vernon S. Gerlach, who questions the validity of research focusing on the superiority of individual nonprint media over books and other types of media, as well as the utility of computers for instruction. He calls for disciplined research and increased attention to the behavior of instructional developers. Robert K. Branson cites and reviews the significance of several cases involving applications of instructional systems technology to training problems associated with business/industry and government/military institutions. Barry Bratton and Kenneth H. Silber note some recent changes in the field and efforts to discipline and upgrade IT professionals through certification and accreditation. They conclude by relating their observations to recent national critiques of education and indicating changes in IT performance and career goals that may result. (BBM)

ED 253 251 IR 051 015
Bausser, Jaye
Online Catalogs: Issues and Concerns.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—IR-67
Pub Date—84
Contract—400-82-0001
Note—47p.; An ERIC Information Analysis Product.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, School of Education, Syracuse, NY 13210 (IR-67;

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$6.00 per copy plus $1.50 shipping and handling).
Pub Type — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Indexing, Library Administration, *Library Automation, *Library Catalogs, Library Cooperation, Library Networks, Library Planning, Library Research, *Library Services, *Online Systems, *Systems Development
Identifiers—*Online Catalogs, Retrospective Conversion (Library Catalogs)

This document explores the various issues and concerns related to the development of online systems in libraries and, in particular, online catalogs. Following a preface, foreword, and introduction, chapters are devoted to each of the following topics: (l) providing for special interests including the disabled; (2) authority control; (3) subject access; (4) retrospective conversion; (5) resource sharing; (6) standards; and (7) education. The document is intended to help those who are involved in online catalog design, implementation, and use by making them more aware: (1) of the issues; (2) of the current activity related to them; and (3) of the consequences of that activity on the library profession, on the services provided to library users, and on the profession, on the services provided to library users, and on the library as an institution. A list of acronyms and a subject bibliography are included. (THC)

ED 253 255 IR 051 020
Farid, Mona
Economics of Information in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 84
Contract—400-82-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, *Educational Economics, *Information Dissemination, *Information Needs, Information Retrieval, Information Systems, Position Papers, *Students, *Teachers
Identifiers—ERIC Digests

This digest on the economics of information in education argues that the production, organization, analysis, evaluation, and dissemination of information in education constitute major economic activities, with associated costs and benefits. The document comprises sections on: the value of information; information as an "economic good"; the economic importance of information at the dissemination stage; examples of the types of information needed by students, administrators, policy-makers, and teachers; methods of information delivery and examples of systems oriented toward students, teachers, and administrators; and costs and prices of information delivery systems. A list of references is included. (THC)

ED 253 256 IR 051 021
Klausmeier, Jane
Networking and Microcomputers. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—400-82-0001
Pub Date—[Nov 84]
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Information Dissemination, *Information Needs, *Information Networks, *Information Services, *Information Systems, *Microcomputers, Network Analysis, Online Systems, Telecommunications
Identifiers—Electronic Bulletin Boards, Electronic Mail, ERIC Digests

Computer networks can fall into three broad categories–local area networks (LAN), microcomputer based messaging systems (this includes computer bulletin board systems), or commercial information systems. Many of the same types of activities take place within the three categories. The major differences are the types of information available and the way in which access to the information is provided. This digest is primarily concerned with microcomputer based messaging systems but it distinguishes this type of network from the other two. The digest comprises sections on: what networking is; local area networks; commercial information systems; microcomputer based systems; user requirements; getting started; services available; trouble shooting; and resources. (THC)

ED 254 209 IR 011 524
Klausmeier, Jane A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Databases, *Information Retrieval, *Microcomputers, Telecommunications
Identifiers—*ERIC, ERIC Digests

This fact sheet offers basic instructions on connecting to the ERIC database for individuals who own or have access to a microcomputer and are familiar with ERIC and how to search it through a database terminal. Software, hardware, and telephone line components necesary to make a microcomputer act as a database terminal are outlined. The discussion of software describes the need for a terminal emulator and lists desirable features for terminal software, including the capabilities to print and save, access to command mode, format display, default setting, and a status indicator. Considerations in configuring the software to allow interface or access to database vendors is explained and contact telephone numbers for DIALOG, BRS, and SDC (the three major vendors) are listed. The discussion of hardware requirements covers parallel transmission, the communications interface, modems, and data transmission speed. A list of popular microcomputers and the necessary hardware and software components required to access the vendors includes the following models: Apple II, II+, IIe; Atari 400/800; Commodore VIC, Commodore PET/CBM; IBM Personal Computer; Texas Instruments 99/4, 99/4a; and TRS-80 Models I, II, and III. (LMM)

ED 254 210 IR 011 525
Geisert, Paul Futrell, Mynga
Computer Literacy for Teachers. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, *Definitions, *Educational Objectives, Higher Education, *Programing, *Teacher Education Curriculum, Teachers
Identifiers—Computer Uses in Education, ERIC, ERIC Digests

This digest summarizes diverse viewpoints in the controversy over the meaning and practice of "computer literacy." The issue of whether being able to read and write computer programs should be a a computer literacy requirement for teachers is specifically addressed. Attempts to define computer literacy goals for teachers are noted, including those by Rawitsch (1981) and the states of Texas and North Carolina, as well as de facto definitions resulting from program development. It is suggested that a major problem with the term "computer literacy" is that it confounds two ideas: the computer as a classroom tool and the computer as a subject of instruction. Conclusions indicate that the specific skills and knowledge that constitute computer literacy remain undefined, and that teachers need to specify their own computer literacy needs and pursue their own individual computer literacy education plans. Twenty-six references are listed. (LMM)

ED 254 211 IR 011 526
Garnette, Cheryl Petty
Electronic Networks. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computers, Costs, *Information Networks, Information Services, *Input Output Devices, Interaction, *Online Systems, *Telecommunications
Identifiers—Electronic Bulletin Boards, *Electronic Mail, ERIC Digests

Electronic network systems, their components –terminal, microcomputer, or communications word processor; telephone, and modem (modulator-demodulator)–and their applications are explained for educators in this digest. Emphasis is on the characteristics and capabilities of: (1) electronic mail, which allows the transmission and reception of messages in a fast and efficient manner; (2) electronic bulletin boards, an array of information that can be accessed via the computer; and (3) computer conferencing, which allows meetings via the computer. Features discussed include interactivity, menus, ease of use, and convenience. The cost of joining an electronic network is briefly addressed and the advantages of using such a network are discussed and illustrated with examples of specific networks oriented toward education. Sixteen references are listed. (LMM)

ED 254 212 IR 011 527
Wilkinson, Gene
Excellence Through Educational Technology: Some Prior Considerations. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, *Educational Media, Instructional Design, *Public Education, Teacher Role, *Teaching Methods, *Technological Advancement, *Technology Transfer
Identifiers—ERIC Digests, *Excellence in Education

This digest addresses issues that should be considered in proposing technological solutions to the problems of public education. Although the potential benefits of the widespread application of media to instruction are supported, emphasis is on the need to define technology as a technique of designing instruction, rather than the more common perception of technology as machine. This definition implies the interaction of individuals, materials, and machines, in a variety of instructional settings and employing a variety of instructional strategies. Three basic patterns of media utilization are identified–additive, integrated, and independent–that have different potential effects on the cost and effectiveness of education. Conclusions stress that the achievement of excellence through the use of media requires capital investment in tools to allow the application of the "techniques" of educational technology, a reorganization of the structure of teaching and learning, and the will to do it. Five references are listed. (LMM)

ED 254 213 IR 011 528
McLaughlin, Pamela
Managing Computer Software Collections. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—26 Nov 84
Contract—400-77-0015

Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographies, *Cataloging, *Computer Software, Databases, *Guidelines, *Library Catalogs, *Library Technical Processes, *Microcomputers, Nonprint Media, Online Systems
Identifiers—American Library Association Filing Rules, ERIC Digests

This information digest discusses current issues in the management of software collections and outlines several possible options for the cataloging and processing of microcomputer software and courseware. A statement of the problem indicates that treatment of microcomputer software is highly dependent on the type of library, size of the collection, variety and purpose of the collection, type of access to be provided, and type of organization. The "Guidelines for Using AACR2 [Anglo-American Cataloging Rules Second Edition], Chapter 9 for Cataloging Microcomputer Software," published by the American Library Association, are described briefly, including sources of bibliographic information; title and statement of responsibility area, general material designation; edition; file description; and notes. Examples of other procedures that have been developed are noted, including those of the American Association of School Librarians, the Ohio Media Association, and the North Carolina State Department of Public Instruction. Other promising practices identified include the use of database management software for microcomputers to create online catalogs, produce master lists for circulation, and create charts. A 15-item bibliography is provided. (LMM)

ED 254 214 IR 011 529
Parker, Lorne H.
Teleconferencing in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—28 Nov 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audio Equipment, *Computers, Information Networks, *Teleconferencing, *Television, *Video Equipment
Identifiers—*Audiographics, ERIC Digests, Slow Scan Television

This digest discusses teleconferencing–defined as electronic communication between two or more people at a distance–in terms of three major types: audio, video, and computer. Reasons offered for using teleconferencing include the extension of budget dollars and of educational opportunities, accommodation of a wide variety of classes, and provision of a flexible format for meetings. Audio conference options identified include dedicated conference networks; dial-up networks; "meet-me" conferencing, in which each participant calls the conferencing center from any convenient location; and audiographic teleconferencing, which involves transmission of print and graphic information over telephone lines to complement basic communication with visual information. Video teleconferencing options described include freeze-frame or slow scan television; compressed video systems; and full motion video systems, which use wideband channels to send video, voice, and data. Computer conferencing is also briefly explained. Nine additional readings are listed. (LMM)

ED 254 215 IR 011 530
Information Resources on Interactive Video. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Computers, *Computer Software, Design Requirements, Production Techniques, Program Descriptions, Program Development, *Videodisc Recordings, *Video Equipment
Identifiers—*Interactive Video

Eighteen articles published during 1983 and 1984 and cited in "Current Index to Journals in Education" are listed in this bibliography. Articles listed include discussions of the state-of-the-art in interactive video, the capabilities of interactive videotape and videodisc systems, and technical aspects of program design, development, and costs. Applications of interactive video in education are emphasized, and projects described include use of an interactive computer-videodisc system to teach hearing impaired students, a videodisc simulation to teach college-level Spanish, social studies instruction programs, and varied higher education uses. In addition to bibliographical information and the annotation, ERIC accession numbers are provided. (LMM)

ED 254 216 IR 011 531
Information Resources on Microcomputer Software Evaluation. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Check Lists, *Computer Software, *Evaluation Criteria, Media Selection, *Microcomputers, *Purchasing
Identifiers—ERIC, *Software Evaluation, Software Reviews

Eleven articles and documents selected from the ERIC indexes, "Resources in Education" and "Current Index to Journals in Education" for 1983 are listed in this bibliography. Emphasis is on criteria for selecting and purchasing educational software for microcomputers. Several articles cover software evaluation issues and describe specific procedures for evaluating programs. Evaluation checklists are included in several publications cited. In addition to bibliographical information and the annotation, ERIC accession numbers are provided for each citation. (LMM)

ED 254 221 IR 051 022
Information Resources on Education and Training for Online Searching.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-82-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Information Retrieval, *Online Systems, Personnel Selection, *Search Strategies, *Training Methods
Identifiers—*End Users

Ten articles and reports published between 1977 and 1983 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this annotated bibliography on education and training for online searching. Emphasis is on training the end-user and the bibliography includes a review of the research literature; a design study; a review of training efforts before 1980; a discussion of the problems of end-user searching; a description of how a group of engineering students were trained to perform interactive online searching on a small, specialized Scandinavian database; a discussion of staff selection and training for quality online searching; a description of a training program that stresses the teaching of systems rather than databases; a discussion of vehicles for education and training and tools and techniques for promotion; and a description of the use of libraries by ninth grade students trained in online searching and conventional modes of accessing literature. In addition to bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

ED 254 222 IR 051 023
Information Resources on Microcomputers in Libraries: Library Administration. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 84
Contract—400-82-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Oriented Programs, Elementary Secondary Education, *Library Administration, Library Services, *Microcomputers, *Public Libraries, *School Libraries
Identifiers—*Computer Uses in Education

Eleven articles and reports published between 1980 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on microcomputers in libraries. Emphasis is on microcomputers in public and school libraries and topics included are factors that should be considered before purchasing a computer; hardware and software selection; support materials; administrative considerations; staff development and patron workshops; possible applications of microcomputers in libraries (including cataloging, circulation, acquisitions, serials control, reference and database systems, and administration); applications in school library media programs; examples of specific applications; and current and future trends. In addition to bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

ED 254 223 IR 051 024
Information Resources on Microcomputers in Library Instruction. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 84
Contract—400-82-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *Learning Resources Centers, *Library Instruction, Library Materials, *Library Skills, *Microcomputers, School Libraries

Nine articles published between 1981 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on uses of microcomputers in library instruction. Emphasis is on how school libraries are using the microcomputer as educational media and library management tools. Topics include the current and emerging impact of microcomputers on the instructional role of the school media program; specific examples of the development of microcomputer programs to expand services in the area of library skills instruction and search strategy methods in high schools; a critical review of a computerized instructional package designed to strengthen student skills in using periodical indexes; specific software packages available for library and media center operations and library instruction; and the effectiveness of microcomputer-based instruction compared with the lecture method and independent reading approaches in delivering instruction on library information retrieval skills. In addition to the bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

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ED 254 224 IR 051 025

Information Resources on Microcomputers in Libraries: Public Services. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-82-0001

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Annotated Bibliographies, *Computer Oriented Programs, Higher Education, Library Automation, *Library Services, *Microcomputers, *Online Systems, *Public Libraries, School Libraries, Search Strategies, Secondary Education

Identifiers—*End Users

Twelve articles published between 1982 and 1984 and cited in "Current Index to Journals in Education" are listed in this bibliography on public service applications of microcomputers in libraries. Topics include provision of free public access to microcomputers (justification, objectives, equipment specifications, uses and software, staff training, policies and procedures in program implementation, and users); a survey of 100 U.S. public libraries which was conducted to gather information on microcomputers for public use; hardware, software, finances, personnel, and planning considerations; online searching with a microcomputer; introducing microcomputers to library users; microcomputer-based systems for library service applications (interlibrary loan, circulation, reference services, and overdue notices); and electronic library and home information delivery system highlights. In addition to bibliographical information and the annotations, ERIC accession numbers are also provided. (THC)

ED 254 225 IR 051 026

Information Resources on Microcomputers in Libraries: Technical Processes. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-82-0001

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Oriented Programs, *Computer Software, Input Output Devices, Learning Resources Centers, *Library Administration, *Library Automation, Library Instruction, Library Networks, *Library Technical Processes, *Microcomputers, *Online Systems, Public Libraries, School Libraries

Identifiers—Vendors

Twelve articles and reports published between 1982 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on the use of microcomputers for technical processes in libraries. Topics included are communications software for microcomputers; software for library/media center applications (including software titles for library skills instruction and library technical processes); retrospective conversion on an Apple microcomputer; software applications in communications (online database searching), word processing, administration, and database management systems; local area networks; microcomputers as interfaces to bibliographic utilities; the automated library system marketplace; in-house library databases; the need for training of media specialists in instructional and library data management applications of computers; trends in technology utilization; and system requirements and purchasing information. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

ED 254 226 IR 051 027

Information Resources on Online at the Reference Desk. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-82-0001

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Administrative Policy, Annotated Bibliographies, Higher Education, *Information Retrieval, *Library Planning, Microcomputers, *Online Systems, *Public Libraries, *Reference Services, Training Methods

Identifiers—*End Users, OCLC

Seventeen articles and reports published between 1982 and 1984 and cited in "Current Index to Journals in Education" and "Resources in Education" are listed in this bibliography on online services at the reference desk. Topics include interpersonal relations as a necessary part of the information transfer process; role of the searcher versus that of the end user; advantages, disadvantages, and legal implications of online reference searching with a microcomputer; the implementation of free online search services in a public library, including policy decisions and planning, operating procedures, publicity, and usage evaluations; effectiveness of various online systems–DIALOG, OCLC, Research Libraries Information Network–as reference tools; current trends in academic libraries; acceptance by librarians of online ready reference searching; administrative considerations; planning stages, service regulations, fees charged, and publicity methods used in the provision of end-user search services using BRS/After Dark; problems created by the increasing numbers of databases–standardization, vendor contracts, training, restricted access, duplicate citations; public library business collections and reference technologies; issues having a possible impact on online search services including full text databases, front-end processors, downloading to create personal files from commercial databases, and pricing; free versus fee-based online search services; and the compilation of a quick reference chart of the main searching and printing commands and support features for a variety of search systems. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

ED 254 227 IR 051 028

Information Resources on Online Public Access Catalogs. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Contract—400-82-0001

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Computer Science, Higher Education, *Library Automation, *Library Catalogs, Library Instruction, *Online Systems, Research Libraries, *User Satisfaction (Information), *Use Studies

Identifiers—*Online Catalogs

Sixteen articles, books, and reports published between 1978 and 1983 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on online public access catalogs (OPACs). Emphasis is on the movement toward computer-based alternatives to library card catalogs and user studies. Topics include attitudes of user and nonusers toward OPAC's, including types of problems encountered; reviews of research; the social and psychological effects on users of the introduction of online catalogs in libraries; studies of public online catalog users and nonusers; data collection and analysis related to OPACs; requirements, characteristics, and costs; training users; futuristic aspects of subject access; and user instructions for online catalogs. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

ED 257 443 IR 011 675

Holloway, Robert E.

Educational Technology: A Critical Perspective.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IR-68

Pub Date—84

Contract—400-82-0001

Note—65p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($7.95 plus $1.50 shipping and handling).

Pub Type

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, *Economic Factors, Educational Innovation, *Educational Media, *Educational Technology, *Educational Trends, Literature Reviews, *Media Adaptation, Position Papers, *Social Influences, Teacher Education

Identifiers—Social Needs

This document reviews writings and studies that raise questions and identify issues about the use of technology in education to help in the development of clear statements of the purposes of educational technology, education, and the needs of society. The collection of ideas, commentary, and discussion reviews a wide range of viewpoints held by both critics and advocates of technology. A variety of views represent the way things are done as well as the tools and machines used in the process. The emphasis is on the context, especially social and economic forces, that shape decisions about technology in education. This review is designed to help the reader frame balanced and constructive responses to technology-related issues and questions, and to encourage initiative in decision-making regarding the adaptation of technology for education. The table of contents and index help identify significant viewpoints represented in the review, and an extensive bibliography is included. (THC)

JC

ED 247 990 JC 840 499

Dellow, Donald A., Ed. Poole, Lawrence H., Ed.

Microcomputer Applications in Administration and Instruction. New Directions for Community Colleges, Number 47.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-989-7

Pub Date—Sep 84

Contract—400-83-0030

Note—122p.

Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).

Journal Cit—New Directions for Community Colleges; v12 n3 1984

Pub Type— Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Business Education, *College Administration, College Libraries, Community Colleges, *Computer Assisted Instruction, *Computer Oriented Programs, *Microcomputers, Professional Continuing Education, Program Descriptions, Science Education, Two Year Colleges, Writing Instruction

The articles in this collection identify and discuss challenges facing community colleges as they attempt to implement the new microcomputer technology for instructional and administrative purposes. The collection includes: "The Microcomputer Revolution and Its Impact on Community Colleges," by Donald A. Dellow and Lawrence H. Poole; "Microcomputers in Science Education," by Laurence D. Spraggs; "Behavioral Science Applications of Microcomputers," by Clifford Roger Dillmann; "The Microcomputer in Business Education," by David R. McKay; "Computer-Assisted Writing," by Robert L. Levin; "A Microcomputer-Based Computer Science Program," by Larry D. Compeau; "Microcomputer Applications for Community College Administrators," by Dale O'-Daniel; "Application of Micros in Libraries and

Learning Resource Centers," by Eleanor M. Carter; "Computer-Assisted Adult Learning and the Community College Response," by Barry Heermann; "The Use of Microcomputers in the Continuing Education of Community and Professional Constituencies," by James E. Garmon; "Choosing a Microcomputer for Use as a Teaching Aid," by Cheryl Visniesky and Joan Hocking; "The Future of Microcomputers in Community Colleges," by Dale F. Campbell and William L. Ballenger; and "Sources and Information: Microcomputers," by Jim Palmer. (LAL)

ED 252 267 JC 850 036
Kopecek, Robert J., Ed. Clarke, Robert G., Ed.
Customized Job Training for Business and Industry. New Directions for Community Colleges, Number 48.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-990-0
Pub Date—Dec 84
Contract—400-83-0030
Note—119p.
Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).
Journal Cit—New Directions for Community Colleges; v12 n4 1984
Pub Type— Guides - Non-Classroom (055) — Books (010) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Community Colleges, Contracts, Economic Development, *Inplant Programs, *Job Training, *Labor Education, Program Descriptions, *School Business Relationship, State Programs, Two Year Colleges

This sourcebook describes and analyzes contracted customized training for business and industry provided by community colleges. First, "Customized Job Training: Should Your Community College Be Involved?" by Robert J. Kopecek identifies issues to be considered in program decision making and suggests an organizational model for program delivery. "Customized Job Training and Credit Programs," by Robert G. Clarke, outlines similarities and differences between traditional degree programs and industrial training programs and offers guidelines for community colleges entering the field. "Providing Customized Job Training through the Traditional Administrative Organizational Model," by William A. Connor, advocates the centralized organizational model. In "Developing Customized Programs for Steel and Other Heavy Industries," Philip R. Day, Jr. describes Dundalk Community College's unique approach to customized training. "North Carolina: A Statewide System of Training for New and Existing Industries," by H. James Owen, provides an example of successful government-education-industry collaboration. "Worker Education for Improved Productivity: The Role of New York State Community College Contract Courses," by W. Gary McGuire, describes the benefits of legislative, corporate, and educational cooperation in terms of increased worker productivity and improved college-employer relations. In "Partnerships for Employee Training: Implications for Education, Business, and Industry," David B. Luther provides an industrial perspective on customized job training. "Components of Successful Training Programs," by Dorothy J. Kaplan, reviews specific practices to ensure program effectiveness. Finally, an annotated bibliography of relevant ERIC documents is presented. (LAL)

ED 255 276 JC 850 147
Deegan, William L., Ed. Gollattscheck, James F., Ed.
Ensuring Effective Governance. New Directions for Community Colleges, Number 49.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-739-8
Pub Date—Mar 85
Contract—400-83-0030
Note—117p.
Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($8.95, prepaid).
Journal Cit—New Directions for Community Colleges; v13 n1 1985
Pub Type — Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Collective Bargaining, *College Administration, *Community Colleges, *Governance, Governing Boards, School District Autonomy, State School District Relationship, Student Role, Teacher Role, Trustees, Two Year Colleges

This collection of articles addresses major questions of community college governance and highlights some of the changes that have taken place in governance over the past decade. The issue contains: (1) "State Power in a New Era: Threats to Local Authority," by Dale Tillery and James L. Wattenbarger; (2) "Power on the Periphery: Faculty and Student Roles in Governance," by Richard L. Alfred; (3) "Governance and the Shifting Role of the Board of Trustees," by Edmund J. Gleazer, Jr.; (4) "Collective Bargaining: The Conflict Model as Norm?" by Richard J. Ernst; (5) "Governing the Multiunit District: A Decade of Change," by Benjamin R. Wygal; (6) "Toward a New Paradigm: Governance in a Broader Framework," by William L. Deegan; (7) "Developing and Maintaining Governance," by James F. Gollattscheck; and (8) "Sources and Information: Community College Governance," a bibliographic review of ERIC literature by Jim Palmer. (HB)

ED 257 539 JC 850 323
Kintzer, Frederick C. Wattenbarger, James L.
The Articulation/Transfer Phenomenon: Patterns and Directions. Horizons Issues Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87117-144-9
Pub Date—May 85
Contract—400-78-0038
Note—85p.
Available from—American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($10.00)
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Persistence, *Articulation (Education), *College Transfer Students, *Community Colleges, Foreign Countries, Government Role, Higher Education, Intercollegiate Cooperation, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges, *Universities

This report presents a discussion of articulation and transfer between community colleges and four-year institutions and points to future directions for transfer education. Chapter I examines the current situation regarding transfer education including background information on transfer enrollments; a summary of the literature on transfer enrollments, and performance and persistence; performance and persistence in California and other states; and the implications of the current situation for public policy. Chapter II discusses statewide articulation and transfer and identifies three types of statewide and/or transfer agreements (i.e., formal and legally based policies, state system policies, and voluntary agreements between individual institutions or systems), and provides examples of each of these types of agreements. This chapter also examines the transfer of vocational-technical credits and the transfer potential of upper-level universities. Chapter III reviews significant developments on the international scene including an assessment of developments in Canada, the United Kingdom, Scandinavia, and Ireland. Finally, chapter IV examines some new developments in transfer education including the shift in attention from traditional college students to "the new clientele"; transfer relationships with business/industry, proprietary schools, and the military; major projects undertaken to promote the study of articulation and transfer; and current trends in the area of articulation and transfer. (HB)

ED 258 654 JC 850 369
Campbell, Dale F., Ed.
Strengthening Financial Management. New Directions for Community Colleges, Number 50.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-740-1
Pub Date—Jun 85
Contract—400-83-0030
Note—135p.
Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($8.95)
Journal Cit—New Directions for Community Colleges; v13 n2 Jun 1985
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Budgeting, *College Administration, *Community Colleges, *Educational Finance, *Financial Policy, *Fund Raising, Resource Allocation, *School Business Officials, Student Financial Aid, Two Year Colleges

This collection of essays examines strategies to strengthen financial management in the community colleges from the perspective of college finance and administrative support officers. Part I focuses on selected role functions that college business officers perform, containing "Integrating Academic Planning and Budgeting," by Byron N. McClenney and Ellen Earle Chaffee; "Cost Accounting for Decision Makers," by Ann L. Kaneklides; "Reaffirming Some Basic Principles in Purchasing and Maintenance," by Harold L. Throop, Jr.; and "Developing New Sources of Student Financial Aid," by David R. Bauske. The second section focuses on the shift in community college leadership toward working as an entrepreneurial team. This section presents "Institutional Research: A Critical Component of Sound Financial Planning," by John T. Blong and Adelbert J. Purga; "Auxiliary and Service Enterprises," by Wayne J. Stumph; "Strategies for Generating New Financial Resources," by Bernard J. Luskin and Ida K. Warren; and "Managing and Investing College Funds," by Charles E. Taylor, Jr., and Dennis Greenway. The third section looks at emerging issues and implications for strengthening the financial management of community colleges, including "Emerging Issues in Public Policy and Financial Administration," by Richard L. Alfred; and "Strengthening Financial Management: An Agenda for the Future," by Dale F. Campbell. Finally, Jim Palmer and Diane Zwemer cite information sources on financial management at the community college. (HB)

PS

ED 250 099 PS 014 675
Katz, Lilian G.
More Talks with Teachers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—94p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Cat. No. 198, $5.95).
Pub Type — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Child Caregivers, Cognitive Development, Day Care, Discipline, Early Childhood Education, Elementary School Teachers, Emotional Development, *Ethics, Individual Development, Inservice Teacher Education, Kindergarten, Mothers, Parent Role, *Preschool Children, *Preschool Teachers, Social Development, *Teacher Education, Teacher Role, Teacher Supervision, Young Children
Identifiers—*Professionalism

This book presents five papers that address a variety of issues confronting those who work directly with young children and their teachers. The first three articles present ways of thinking about what constitutes professionalism in working with children and parents. Specifically, "Contemporary Perspectives on the Roles of Mothers and Teachers" examines the distinctions between the orientations of mothers and teachers toward children and points out ways in which both orientations play an essential role in children's growth and development; "The Professional Preschool Teacher" aims to distinguish professional behavior from both nonprofessional and unprofessional behavior by illustrating

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types of responses to a dispute between two preschoolers over a tricycle; and "Ethical Issues in Working with Young Children" examines ethical problems specific to the field and analyzes the teacher's relationship with parents and colleagues. The fourth paper, "Assessing the Development of Preschoolers," proposes 11 dimensions useful in determining an individual child's development at a particular time on the basis of everyday behaviors that indicate natural fluctuations in growth. The last paper, "Helping Others with Their Teaching," proposes ideas to help supervisors of teachers and teacher educators decide how they can best encourage the mastery of professional skills in the teachers and student teachers with whom they work. (CB)

ED 250 100 **PS 014 676**
Katz, Lilian G., Ed. And Others
Current Topics in Early Childhood Education. Volume IV.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89391-109-7
Pub Date—82
Contract—400-78-0008
Note—242p.; For earlier volumes, see ED 140 988, ED 180 596, and ED 196 511; for Volume V, see PS 014 677. For individual chapters, see ED 188 764, ED 206 374-377, and ED 207 672-675.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Cloth, $24.50; Paper, $15.95).
Pub Type— Reports - Research (143) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Art, Biculturalism, *Child Caregivers, *Classroom Techniques, *Cognitive Development, Day Care Centers, *Early Childhood Education, Grouping (Instructional Purposes), Kindergarten, Literature Reviews, *Motor Development, Peer Relationship, Preschool Education, Racial Attitudes, Racial Identification, Second Language Learning, *Social Development, Socioeconomic Status, Teacher Education, Young Children
Identifiers—Intrinsic Motivation, Silver Test of Cognitive Creative Skills, Symbolic Play

The ten chapters in this volume address issues of concern to those who work with or conduct research with young children and those who plan programs or prepare others for teaching or caregiving. Included are "The Development of Bilingual and Bicultural Competence in Young Children," by Muriel Saville-Troike; "Development of Children's Racial Awareness and Intergroup Attitudes," by Phyllis Katz; "Motor Skill Development in Young Children: Current Views on Assessment and Programming," by Michael Wade and Walter Davis; "Curiosity and Self-Directed Learning: The Role of Motivation in Education," by Edward Deci and Richard Ryan; "Peer Relationship Development in Childhood," by Sherri Oden; "The Symbolic Play of Lower-Class and Middle-Class Children: Mixed Messages from the Literature," by Virginia Stern; "Developing Cognitive Skills through Art," by Rawley Silver; "The Kindergarten: A Retrospective and Contemporary View," by Bernard Spodek; "A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers," by Paula Freedman; and "Caring for the Caregivers: Staff Burnout in Child Care," by Marcy Whitebook, Carollee Howes, Rory Darrah, and Jane Friedman. (CB)

ED 250 101 **PS 014 677**
Katz, Lilian G., Ed. And Others
Current Topics in Early Childhood Education. Volume V.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89391-248-4
Pub Date—84
Contract—400-78-0008
Note—234p.; For earlier volumes, see ED 140 988, ED 180 596, ED 196 511, and PS 014 676. For individual chapters, see ED 219 126, ED 219 158, ED 220 178, ED 220 198, ED 224 598, ED 225 639, ED 226 836, and ED 227 967.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Cloth, $29.50; Paper, $16.95).
Pub Type— Reports - Research (143) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—*Aesthetic Education, Child Development, *Early Childhood Education, Employer Supported Day Care, Literature Reviews, *Microcomputers, *Parent Education, *Play, Policy Formation, Preschool Education, *Socialization, Teacher Education, Young Children
Identifiers—Australia, Conceptual Analysis, *Latchkey Children, United States

The nine chapters in Volume V address issues of concern to those who work with or conduct research with young children and those who plan programs or prepare others for teaching or caregiving. Included are "Recent Research on Play: The Teacher's Perspective," by Millie Almy, Patricia Monighan, Barbara Scales, and Judith Van Hoorn; "Putting the Child into Socialization: The Development of Social Categories in Preschool Children," by Kurt W. Fischer, Helen H. Hand, Malcolm W. Watson, Martha M. Van Parys, and James L. Tucker; "Children's Aesthetics," by Ellis D. Evans; "Microcomputers in Early Childhood Education," by Mima Spencer and Linda Baskin; "Enhancing the Effectiveness of Parent Education: An Analysis of Program Assumptions," by Douglas R. Powell; "Latchkey Children," by Thomas J. Long and Lynnette Long; "The Challenge of Employer-Supported Child Care: Meeting Parent Needs," by Dana E. Friedman; "Factors Affecting Policies in Early Childhood Education: An Australian Case," by Jacqueline J. Goodnow and Ailsa Burns; and "The Education of Preprimary Teachers," by Lilian G. Katz. (RH)

ED 256 473 **PS 015 069**
Eddy, Yvonne
Developing Homework Policies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Homework, *Learning Activities, *School Policy
Identifiers—ERIC Digests

This ERIC Digest discusses various types of homework assignments and examines research findings about the effectiveness and amount of homework assigned to American schoolchildren. It also examines some of the policies presently being discussed by school districts. Three types of homework are briefly delineated: practice assignments, preparation assignments, and extension assignments. Conflicting research findings regarding the relationship of homework to academic achievement are discussed and a recommendation is made that school districts should determine whether homework, as they define and construct it, meets the district's educational objectives. Several questions are presented to help determine what issues should be considered when developing homework policies. The digest concludes that individualized homework assigned to appropriate grade levels seems to help students develop the disciplined study skills that result in increased scholastic achievement. (RH)

ED 256 474 **PS 015 070**
Rothenberg, Dianne
Full-Day or Half-Day Kindergarten? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Elementary Education, *Family Characteristics, *Kindergarten, *Social Change
Identifiers—ERIC Digests, *Full Day Programs, *Half Day Programs

This ERIC Digest examines how changing family patterns have affected the full-day/half-day kindergarten issue, discussing why schools are currently considering alternative scheduling and describing the advantages and disadvantages of each type of program. The following changing family patterns affecting the choice of full-day kindergarten programs are discussed briefly: (1) an increase in the number of working parents; (2) an increase in the number of children who have had preschool or day care experience; (3) an increase in the influence of television and family mobility on children; and (4) renewed interest in academic preparation for later school success. Some of the reasons affecting alternative scheduling for kindergarten are stated as state school funding formulas, busing and transportation costs, and availability of classroom space and teachers. It is concluded that while both full-day and half-day programs have advantages and disadvantages, the length of the school day is only one dimension of the kindergarten experience. As long as the curriculum is developmentally appropriate and intellectually stimulating, either type of scheduling can provide an adequate introduction to school. (RH)

ED 256 475 **PS 015 071**
Steiner, Karen
The Only Child. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Birth Order, Comparative Analysis, *Family Size, *Siblings, *Social Change, *Social Influences
Identifiers—ERIC Digests, *Only Children

Smaller families in general (including the one-child option) are becoming more popular. This ERIC Digest focuses on changing trends in family size, reasons for choosing to have only one child, differences between only children and those with siblings, and the advantages of being an only child. Changing family patterns, economic concerns, and new roles for women are cited among the reasons for choosing to have only one child. Investigation results are briefly discussed regarding the only child and the following variables: intelligence, achievement, affiliation, peer popularity, and self-esteem. It is concluded that parents who chose to have only one child gain reduced conflict in dividing time and attention among children, greater financial flexibility, and a more closely knit family unit. (RH)

ED 259 845 **PS 015 294**
Burton, Christine B.
Problems in Children's Peer Relations: A Broadening Perspective.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[85]
Contract—400-83-0021
Note—66p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VII, 1987 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Childhood Attitudes, *Children, Identification, Intervention, *Peer Influence, *Peer Relationship, Self Concept, *Sociometric Techniques, *Well Being
Identifiers—*Social Rejection

Examined are recent advances in knowledge about children with peer relationship problems. Two specific developments are described: (1) an emerging recognition of the differences that exist between socially rejected versus neglected children; and (2) a growing appreciation for children's own perspectives on their social situations. The discussion is divided into four parts. The first section focuses on sociometric methods for identifying low-status children who may be experiencing difficulties in peer relations. The second section describes findings from recent studies on the behavioral correlates of children's peer status. In both the first and second sections, evidence is presented to support the distinction between rejected and neglected children. The third section of the paper surveys new information on the link between peer status and children's subjective sense of well-being. This information documents the importance of looking beyond observable aspects of children's social problems to consider the perceptions and feelings of the children themselves. The paper then ends with a discussion of techniques that have been found to be effective for helping children overcome problems in their peer relations. It is concluded that even though the focus of the paper is on problems, the underlying theme is quite positive. Parents and teachers should increase efforts to identify and help children who might be experiencing serious peer relationship problems. (RH)

RC

ED 259 863 RC 015 391
Riley, Cheryl L., Comp.
Ideas that Work for Outdoor Teachers and Leaders. Papers, Activities, and Resources from the National Outdoor Education Conference (Potosi, Missouri, October 9-13, 1985).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Council on Outdoor Education.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 85
Contract—400-83-0023
Note—158p.
Available from—ERIC/CRESS, BOX 3AP, Las Cruces, NM 88003 ($8.50).
Pub Type — Collected Works - Proceedings (021) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adventure Education, *Conservation (Environment), Conservation Education, Curriculum Development, Elementary Secondary Education, Enrichment Activities, Environmental Education, *Ethics, Experimental Teaching, Field Experience Programs, Learning Activities, Outdoor Activities, *Outdoor Education, Program Descriptions, Program Development, *Recreational Activities, *Resource Materials, Skill Development
Identifiers—Outdoor Recreation

Emphasizing the ethics of conservation, this conference report compiles the following information submitted by conference presenters: (1) summaries of their presentations; (2) environmental ethics statements pertinent to their subjects; (3) activities; (4) favorite quotation; and (5) resources and references including books, journals, organizations, and individuals. The 56 presentations cover a wide range of topics in outdoor education and conservation including leadership, legal liability, curriculum development, program rationale, and the establishment of outdoor education centers. Specific learning activities are also covered, e.g., rappelling, primitive fire making, basic archery, canoe trip planning, orienteering, fly fishing, shooting sports, and field trips. Ranging from 1 to 13 pages, the presentation summaries vary from general to detailed with some including specific suggestions for teaching, e.g., a presentation on ornithology includes plans and instructions for building a bluebird nesting box. Resource and reference sections constitute a significant portion of the material with most presentations citing at least five sources. A session on using children's literature to enhance nature awareness includes a bibliography of 27 books related to 5 environmental themes, and a presentation on causes and consequences of species extinction provides a 6-page list of resources. (JHZ)

ED 259 871 RC 015 411
Benally, Elaine Roanhorse
American Indian Children's Literature: An Update.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, *American Indian Education, *American Indian Literature, American Indians, American Indian Studies, *Childrens Literature, Cultural Activities, Cultural Awareness, Elementary Education, *Instructional Materials, Parent Materials, *Resource Materials, Tribes
Identifiers—ERIC Digests

An annotated, selective list of reading materials for children and instructional aids for parents, teachers, and librarians is presented in this digest. The 24 entries, many written by American Indians, are drawn from a variety of sources and deal with tribes from several regions. Many of the materials are intended to help American Indian children and parents gain a positive concept of themselves and their heritage and to promote among non-Indian children and educators a greater understanding and appreciation for the American Indian people and their culture. Each entry includes author, title, date, number of pages, source, and a brief annotation. Most entries are available in ERIC collections. (JHZ)

ED 259 872 RC 015 416
Rios, Betty Rose D.
Migrant Education: A Quick Look at ERIC.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clearinghouses, *Databases, Elementary Secondary Education, *Information Retrieval, *Information Services, *Migrant Education, Postsecondary Education, Reference Services, Search Strategies
Identifiers—*ERIC, *ERIC Clearinghouse on Rural Education Small School, ERIC Digests

Written for potential users of ERIC, this digest provides basic facts about the information storage and retrieval system, the migrant education materials available, and the role of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). The following questions are answered: (1) what is ERIC and how does it work; (2) what retrieval terms should be used to find migrant education materials; (3) what types of publications will be found and what audiences will be addressed in ERIC documents about migrant education; (4) where do migrant documents in ERIC come from; and (5) how can ERIC/CRESS assist the person seeking information? Practical suggestions are made for successful computer searches. These include limiting the search to specific years, specific authors, certain kinds of literature, or geographic regions of interest. (JHZ)

ED 259 873 RC 015 419
Arnold, John D.
Out of the Fields and Into Computers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—4p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Data Processing Occupations, *Job Training, *Migrant Adult Education, Migrant Programs, *Migrant Workers, Program Descriptions, *Retraining
Identifiers—ERIC Digests, Portable Practical Educational Preparation Inc AZ

Program rationale, goals, and strategies are outlined in this description of Arizona-based centers which trained migrant workers in the use of microcomputers for business and clerical applications. Topics include the need to create new jobs for displaced farm workers, the assets farm workers bring to the business world, the training-related problems encountered, and the ways of supporting migrant workers placed in new jobs. Included is a brief history of the training agency, Portable Practical Educational Preparation-Training for Employment Centers (PPEP-TEC), and a list of six related references. (JHZ)

ED 259 874 RC 015 422
Hanuske, Sarah
Shared Services for Rural and Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Consortia, Cooperative Programs, *Educational Cooperation, *Educational Trends, Elementary Secondary Education, *Rural Schools, *Shared Services, *Small Schools
Identifiers—ERIC Digests

As school populations decline and costs rise due to inflation, rural and small schools are turning to shared services in order to keep community schools open, meet federal mandates, and improve educational opportunities. Sharing ventures may be for limited purposes, such as sharing a physics teacher or having a joint drama production, or for more permanent programs such as a regional vocational education or media center. Guidelines for successful service sharing programs include joint planning by participating districts, clearly written objectives, voluntary participation, and equitable cost sharing. At the regional level, financing and staff recruitment are typical problems facing service sharing agencies. Among school districts, problems are related to issues such as school calendars, scheduling, transportation, teacher benefits, and local pride. Shared ventures can expand curriculum offerings, maintain a balanced staff, and decrease expenditures through joint purchasing and sharing of supplies, equipment, and staff salaries. A list of eight references available from the ERIC Document Reproduction Service is appended. (JHZ)

ED 259 875 RC 015 423
Swift, Doug
Finding and Keeping Teachers: Strategies for Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—NIE-400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Responsibility, Definitions, Elementary Secondary Education, *Faculty Mobility, *Incentives, Rural Schools, *Small Schools, Teacher Housing, *Teacher Persistence, *Teacher Recruitment, Teacher Salaries
Identifiers—ERIC Digests

Recruiting and retaining qualified, competent teachers is an ongoing problem for small school administrators. The reasons for high turnover are numerous and complex, e.g., preservice preparation is presently more suitable for large, metropolitan schools than for small, rural schools; career orientations fail to recognize that experience in small schools advances future plans and goals; and there may be a mismatch of personal value systems and rural lifestyles. Incentives for teachers to accept employment and to remain in small schools are varied and frequently innovative. Some are of no or low cost and are within existing resources; others require additional funds which may be obtainable only through legislative action, voter participation, or local largesse. Superintendents, school boards, and communities must exercise their creativity in recruiting and retaining good teachers and must work cooperatively to secure the additional funding required to meet the need for a competent and stable teaching staff. This digest defines the small school and discusses the following: reasons for high teacher turnover, old and new recruitment strategies, the housing problem, intrinsic advantages of small schools, salary and related incentives, retention activities, payment for incentives, and mutual support among small school districts. (NQA)

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ED 251 293 SE 045 231

Sacks, Arthur B., Ed.

Monographs in Environmental Education and Environmental Studies. Volume I.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-78-0004

Note—222p.; Photographs may not reproduce well.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($7.25).

Pub Type — Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Church Role, Computer Simulation, Definitions, Economics, *Educational Objectives, Elementary Secondary Education, *Environmental Education, Instructional Materials, Locus of Control, *Nonformal Education, Politics, Program Evaluation, Technology, *Urban Environment, *Water Resources

Identifiers—*Acid Rain, *Environmental Education Research

The first section of this document contains definitional papers prepared by three sections of the North American Association for Environmental Education (NAEE). They are: (1) "The Challenges of K-12 Environmental Education" (Harold Hungerford and Trudi Volk); (2) "'Environmental Studies': Towards a Definition" (Royal Harde); and (3) "Nonformal Environmental Education: An Overview and Methodology for Evaluation" (Edward McCrea and Glenn Weaver). The second section contains selected papers from the 1983 NAEE annual conference. They are: "An Incentive Approach to Riparian Lands Conservation: A Case of Study" (John Baldwin, Nancy Duhnkrack, and Paul Ciminello); "Forging an American Environmental Consciousness: The Historical Interplay of Technology, Politics, and Economics" (William Berberet); "Who's In Control? Development of a Perceived Environmental Control Measure" (Randall Champeau and R. Ben Peyton); "Children and Environmental Educators: Differing Views of the Urban Environment" (Augusto Medina); "A Study of the Relationship between Information and Attitude for Users and Non-Users of Computerized Water Resource Management Simulation" (Terrence Mills); "The Impact of Acidified Precipitation on Agricultural Crops" (G. Harry Stopp, Jr.); "What Do Teachers Want - In Order to Teach about a Current Environmental Issue: Acid Rain" (Harriett Stubbs); and "Merging at the Crossroads: New Vehicles for Environmental Education" (Charles Yaple). (JN)

ED 253 428 SE 045 397

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 10, Number 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—77p.

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n3 1984

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Development, *Cognitive Processes, *Concept Formation, Developmental Stages, Elementary Secondary Education, Higher Education, *Learning, Locus of Control, Problem Solving, *Science Education, *Science Instruction

Identifiers—*Science Education Research, Time Series Analysis

Presented are abstracts and abstractors' analyses of 10 studies related, in some manner, to learning. These studies focus on: (1) problem-solving processes used by experts and novices as they worked five mechanics problems (J. H. Larkin and F. Reif); (2) formal reasoning patterns of Italian high school students (M. L. Aiello-Nicosia, et al.); (3) the extent to which instructional and aptitude variable correlate with cognitive level (G. J. Pallrand and V. Moretti); (4) the development of correlational reasoning (A. Lawson et al.); (5) science learning when preadolescent children and their parents learn science content together (E. D. Gennaro et al.); (6) the relationship between formal reasoning ability and locus of control, academic engagement, and integrated process skill development (K. G. Tobin and W. Capie); (7) the development of hierarchical classification ability and the age at which this ability appears to be fully developed (W. E. Lowell); (8) relations of student, teacher, and learning environment variables to science learning attitudes (T. Haladyna et al.); (9) the effects to two small-group instructional strategies on children's nonvisual seriation abilities (M. J. Padilla and L. Ollila); and (11) the use of a time series design to examine concept development (V. Mayer and H. J. Kozlow). (JN)

ED 253 429 SE 045 398

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 10, Number 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—74p.

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n4 1984

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Process Education, Program Evaluation, *Science Education, *Science Instruction, Science Teachers, Scientific Literacy, Sex Differences, *Teacher Attitudes, Teacher Education, Teacher Education Curriculum, Teaching Methods

Identifiers—*Misconceptions, *Science Education Research

Presented are abstracts and abstractors' analyses of eight studies related to teacher education and two studies related to the nature of science. Analyses in the area of teacher education are on studies of: attitudes of elementary teachers in Trinidad and Tobago (P. Fraser-Abder and R. Shrigley); educators' categorizations of different models of teaching (H. L. Jones et al.); the effects of televised instruction on attitudes of in-service elementary teachers (D. S. Sheldon and D. Halverson); methodologies used to evaluate teacher education programs (G. D. Herman and R. Willings); methods for improving preservice elementary teachers' process skills (D. Gabel and P. Rubba); student teachers' competency in diagnosing student misconceptions (J. Nussbaum); teachers' perceptions concerning the relative importance of some curricular objectives (R. A. Schibeci); and the characteristics of male and female science teachers (in an attempt to identify factors that attract people to a particular career choice) (W. W. Welch and F. Lawrenz). Analyses related to the nature of science (critiques and responses) are on studies of junior high school students' adherence to certain misconceptions about the nature of science (P. A. Rubba et al.) and science teachers' concepts of the nature of science (M. B. Ogunniyi). Responses to the analyses by the authors of the last two studies are included. (JN)

ED 255 355 SE 045 288

Anderson, Charles W., Ed.

Observing Science Classrooms: Observing Science Perspectives from Research and Practice. 1984 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Grant—400-78-0004

Note—227p.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 ($7.50).

Pub Type — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Classroom Observation Techniques, *Classroom Techniques, Concept Teaching, Curriculum Development, *Elementary School Science, Elementary Secondary Education, *Philosophy, Policy Formation, Program Implementation, Science Education, *Science Instruction, *Secondary School Science, *Sex Fairness, Teaching Methods

Identifiers—*Science Education Research

Presented in nine separate chapters are nine studies involving the direct observation of science classrooms. Eight of the nine chapters are based on qualitative data collection techniques which typically aim for depth of insight and understanding. Studies included are: "Critical Barriers to the Understanding of Elementary Science: Learning about Light and Color" (Maja Apelman); "Alternate Theories in the Classroom" (Keith Hanson); "Teaching for the Development of Understanding of Ideas: Forces on Moving Objects" (James Minstrell); "Using Classroom Observations to Improve Science Teaching and Curriculum Materials" (Kathleen Roth); "Can Science Teachers Promote Gender Equity in Their Classrooms? How Two Teachers Do It" (Susan Melnick, Christopher Wheeler, and Barbara Gunnings); "Philosophy as a Guide to Reflection on Classroom Events" (Thomas Russell); "A Study of Policy and Program Formulation and Implementation in a Secondary School Science Department "(James Gallagher); "Science Classroom Management and Organization" (Julie Sanford); and "Relationships between Classroom Processes and Science Learning" (Kenneth Tobin and William Capie). Each chapter (which is preceded by a short introduction highlighting the major issues examined) presents a particular theory or perspective and demonstrates how that perspective can enrich the understanding of science classrooms. (JN)

ED 255 356 SE 045 289

Suydam, Marilyn N.

Assessing Achievement across the States: Mathematical Strengths and Weaknesses.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Contract—NIE-400-78-0004

Note—228p.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($12.00).

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Data Analysis, *Educational Assessment, Educational Research, Elementary Secondary Education, *Error Patterns, Evaluation, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Testing

Identifiers—*Mathematics Education Research, State Mathematics Assessments

Data from 32 state assessments in mathematics (conducted in 1984 and earlier) are analyzed in this document. The high degree of variability across the states is stressed, with some of the points of variation in the test development, administration, and analysis process noted. Information is then presented on topics on which students are doing well and those with which they are having difficulty. Achievement trends and achievement patterns by topic are summarized on tables and graphs, and the conclusions of a 1978 analysis are verified. That students are achieving rather well on computation, especially with whole numbers, was confirmed, while there is an indication that problem solving continues to be of concern. Appended are the sets of data on mathematical achievement from the state reports. Six pages of references cited by state are also listed. (MNS)

ED 255 369 SE 045 462

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 17, Number 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science

and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Note—74p.
Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v17 n4 Fall 1984
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algorithms, *Computation, Editorials, Educational Research, Error Patterns, Language Role, Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, *Number Concepts, *Problem Solving, *Research Reports, Sex Differences, Student Attitudes, Symbols (Mathematics)
Identifiers—*Mathematics Education Research

This issue contains abstracts and critical comments for 11 articles. Three articles focus on problem solving; the remainder concern understanding of the equals sign, mathematical structure, mathematical abilities, the role of language in tasks involving sets, sex differences in mathematical errors, subtraction, algorithms as schemes, and mathematical achievement and attitudes in junior high school. An editorial on current educational reform is also included, as well as references to mathematics education research located in RIE and CIJE from April through June 1984. (MNS)

ED 255 370 **SE 045 464**
Suydam, Marilyn N.
Research on Mathematics Education Reported in 1984.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contract—NIE-400-78-0004
Note—90p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091.
Pub Type — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Doctoral Dissertations, Educational Research, Elementary Secondary Education, Higher Education, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction
Identifiers—*Mathematics Education Research

This is the fifteenth annual listing of research on mathematics education prepared for the "Journal for Research in Mathematics Education." References are organized alphabetically by author within three categories: research summaries, articles, and dissertations. Included are 33 summaries, 220 articles, and 297 dissertations. Studies focusing on mathematics education are annotated, whereas studies in which mathematics education is not the primary focus are usually not annotated. Annotations generally indicate one principal finding of a study, although most studies have additional findings. Journals searched and the number of articles located in each are listed. Also provided is an index to aid in locating references to designated mathematical topics: achievement, algebra, arithmetic operations, attitudes and anxiety, calculators and computers, cognitive style, diagnosis and remediation, ethnic and social variables, geometry and measurement, learning, learning disabilities, materials, number and numeration, organizing for instruction, problem solving, sequencing, sex differences, and test analysis. Grade or age level is noted for each entry. (MNS)

ED 255 386 **SE 045 483**
Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 11, Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Note—77p.
Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Science Education; v11 n1 1985
Pub Type — Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Classroom Environment, Cognitive Development, College Science, *Curriculum Development, Elementary School Science, Elementary Secondary Education, *Environmental Education, Higher Education, *Science Curriculum, Science Education, *Science Instruction, Secondary School Science, *Student Attitudes
Identifiers—Misconceptions, *Science Education Research

Presented are abstracts and abstractors' analyses of nine studies related to curriculum and instruction. These studies focused on: (1) the status of environmental education in Kansas; (2) attitudes of Israeli students toward two versions of a curriculum titled Agriculture as Environmental Science; (3) interrelationships among teacher intentions, curriculum materials, teaching methodology, and potential outcomes through a qualitative analysis of a teaching episode in biology; (4) the effect of different amounts of structure in instruction on student performance; (5) a review of investigations using the Learning Environment Inventory (LEI) to assess classroom climate; (6) student cognitive level as a predictor of success in high school chemistry; (7) concerns of junior high school teachers who were implementing an Intermediate Science Curriculum Study (ISCS); (8) a self-paced instructional mode for basic chemistry and physics and its effects of college student achievement and attitudes; and (9) student beliefs about heat phenomena. (JN)

ED 256 561 **SE 045 291**
Holliday, William G. And Others
A Summary of Research in Science Education–1983.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 84
Contract—NIE-400-78-0004
Note—149p.; This document was later published in the journal, "Science Education," v69 n3, p275-419.
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Development, College Science, Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, Learning, Literature Reviews, Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, *Teacher Education, *Test Construction
Identifiers—*Science Education Research

This review covers 422 studies of the following types: reports prepared for scientific organizations, dissertations, journal articles, research papers, and papers presented at conferences. The studies have been organized into one of seven clusters for analysis and discussion. They are: (1) learning and instruction (summarizing studies related to models and explanations of how students learn, aptitudes and individualized instruction, textbooks and comprehensibility, problem-solving and thinking, prior knowledge and misconceptions, museums and field trips, computers and instruction, and other areas); (2) curriculum development and evaluation (including studies related to policies, models, textbooks, and curriculum materials); (3) cognitive development (reviewing studies on cognitive growth and development, reasoning, achievement, concepts, and processes); (4) instrument development (summarizing studies on learning and achievement, reasoning and logical thinking, science process skills, and attitudes, perceptions, and interests); (5) preservice teacher education (presenting studies related to attitudes, process skills and logical thinking, science anxiety, and methods courses) and inservice teacher education (presenting studies related to questioning and wait time, methods courses, and teacher behavior); (6) research completed in foreign countries (including research focusing on learning, classrooms, curriculum development/evaluation, science and nonscience majors, and teacher education); and (7) special topics (including meta-analysis studies and studies focusing on race and/or sex). A bibliography (by author) and subject index are included. (JN)

ED 257 625 **SE 045 461**
Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (58th, French Lick Springs, IN, April 15-18, 1985).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—31 Dec 84
Contract—NIE-400-78-0004
Note—227p.; Document contains small, light type.
Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 ($6.00).
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Processes, Concept Formation, Curriculum Development, Elementary Secondary Education, Higher Education, Microcomputers, Problem Solving, Research Methodology, *Science Curriculum, *Science Education, *Science Instruction, Student Attitudes, *Teacher Education
Identifiers—*Science Education Research

Abstracts of most of the papers presented at the 58th annual meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. These papers related to such areas as: science curriculum development, design, and implementation; science test development; factors influencing student science achievement; achievement in college science, biology, and chemistry; science teacher education; aptitude treatment interaction studies; concept mapping; science concept formation; computer simulations; problem solving in science and in chemistry; student attitudes; logical thinking; meta analysis; formal thought; computer applications in science; and various research techniques. (JN)

ED 257 653 **SE 045 749**
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 18, Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Note—74p.
Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v18 n1 Win 1985
Pub Type — Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Development, *Cognitive Processes, Concept Formation, Educational Games, Elementary Secondary Education, Higher Education, *Mathematics Achievement, Mathematics Anxiety, *Mathematics Education, *Mathematics Instruction, Problem Solving, Sex Differences, *Student Attitudes, *Teaching Methods, Tutorial Programs
Identifiers—*Mathematics Education Research, Scholastic Aptitude Test

This issue of "Investigations in Mathematics Education" contains: (1) 12 abstracts of research studies in mathematics education; (2) a list (by EJ number) of mathematics education research studies reported in the July-to-December 1984 issues of "Current Index to Journals in Education" (CIJE); and (3) a list (by ED number) of mathematics education research studies reported in the July-to-December 1984 issues of "Resources in Education" (RIE). The studies abstracted focus on: order and equivalence of rational numbers; relation between cognitions and performance of mathematics anxious students;

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effects of an instructional systems approach on the concept attainment of sixth-grade Anglo and Hispanic students; use of manipulatives and games in elementary school classrooms; mathematical attitudinal data on eighth-grade Japanese students measured by a semantic differential; performance using drawn, verbal, and telegraphic story problem formats; sex differences in quantitative scholastic aptitude test (SAT) performance; variations in state SAT performance; effectiveness of a cross-age tutoring program in mathematics for elementary school children; solving textbook word problems; the effects of combining cooperative learning and individualized instruction on student mathematics achievement, attitudes, and behaviors; and inducing cognitive growth in concrete operational college students. (JN)

ED 259 879 **SE 045 290**

Iozzi, Louis A., Ed.

Summary of Research in Environmental Education, 1971-1982. Monographs in Environmental Education and Environmental Studies, Volume II.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Contract—400-78-0004

Note—159p.; For volume I of this document, see ED 251 293. For the 429 abstracts synthesized in volume II, see ED 214 762.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($17.25).

Pub Type — Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Affective Behavior, Affective Measures, Attitudes, Continuing Education, *Ecology, Elementary Secondary Education, *Environmental Education, Higher Education, Literature Reviews, Problem Solving, Research Methodology, *Skill Development, Skills, *Teacher Education, Values

Identifiers—*Environmental Education Research, *Environmental Issues

Summaries of environmental education (EE) research studies conducted during the 12-year period 1971-1982 are presented in this seven-chapter publication. These chapters are: (1) "Environmental Education Research, 1971-1982–Overview" (by Louis Iozzi); (2) "Environmental Education Research Related to Ecological Foundations" (by Thomas Marcinkowski), which includes 39 studies dealing with attributes of and educational resources for ecological literacy; (3) "Environmental Education Research Related to the Affective Domain" (by Lisa Specca and Louis Iozzi); (4) "Environmental Education Research Related to Issue Awareness" (by Randall Wiesenmayer, Maureen Murrin, and Audrey Tomera), examining only studies that explored cognitive aspects of public awareness about environmental issues; (5) "Environmental Education Research Related to Issue Investigation and Evaluation Skills" (by Peter Bastardo, Arthur Edwards, and Louis Iozzi); (6) "Environmental Education Research Related to Environmental Action Skills" (by Jody Hines and Harold Hungerford), examining studies dealing with the development and applications of the skills necessary for individuals to take responsible environmental action; and (7) "Environmental Education Research Related to Teacher Training" (by R. Ben Peyton), which includes the analysis of 19 relevant studies. (JN)

ED 259 903 **SE 045 872**

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 11, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—85

Note—73p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v11 n2 1985

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Career Education, Classroom Environment, Cognitive Style, Computer Assisted Instruction, Elementary Secondary Education, Environmental Education, Higher Education, Science Curriculum, *Science Education, *Science Instruction, *Student Attitudes, *Teacher Attitudes, *Teacher Education

Identifiers—*Science Education Research

Abstracts and abstractors' critiques are presented for 11 articles related to instruction, attitudes, and teacher education. The research studies examined: (1) an instructional strategy incorporating process and conceptual knowledge to promote transfer of learning; (2) effects of instruction using a Visual Response System on achievement of male juvenile delinquents; (3) student's general reasoning ability and usefulness of pictures in science textual material; (4) classroom climates (degree of freedom provided by the teacher) and content achievement in college-level science; (5) chemistry students' cognitive preference and patterns of achievement; (6) student perceptions of instructional effectiveness of small group discussion, role-playing activities, and computer-based simulations on student competencies in dealing with classroom transactions; (7) effects of an environmental science education program on inservice teachers' attitudes; (8) a survey of K-12 science educators' attitudes and practices on career education; (9) hierarchical structures of environmental concerns; (10) formal/informal aspects of the supervisor's role and supervision effectiveness; and (11) workshops designed to improve teacher knowledge about energy. (DH)

ED 259 935 **SE 045 908**

Disinger, John F.

Field Instruction in School Settings. ERIC/SMEAC Environmental Education Digest No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Change, Educational Research, Elementary Secondary Education, *Environmental Education, *Field Instruction, *Field Trips, Higher Education, Literature Reviews, Outdoor Activities, *Science Education, Teaching Methods

Identifiers—*Environmental Education Research, ERIC Digests

This digest focuses on field instruction in school settings. Major areas considered include: (1) factors contributing to the paucity of field activities; (2) whether teacher commitment to the concept of field instruction exists; (3) research on affective-realm educational values of field instruction; (4) research on cognitive-realm educational values of field instruction; and (5) the availability of "how to" information for teachers involved in planning and implementing field instruction. A list of 15 references (with ED numbers for documents in the ERIC database) is included. (JN)

ED 259 936 **SE 045 909**

Disinger, John F.

Studying the Future Through Environmental Education. Environmental Education Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Environmental Education, *Futures (of Society), Global Approach, Literature Reviews, Population Growth, *Prediction, Quality of Life, *Technological Advancement, Trend Analysis

Identifiers—ERIC Digests, *Science and Society

This digest reviews briefly several futures-oriented efforts of pertinence to educational endeavors, focusing primarily on their environmental aspects. These efforts are considered under headings in the form of six questions. They are: (1) Are future studies scientific? (2) How are projections developed? (3) What do recent futuristic projections suggest? (4) How valid are such projections? (5) How can alternative futures be approached? and (6) Are resource/environment considerations really necessary? Selected references are included and suggestions for identifying additional resources are offered. (ML)

ED 259 937 **SE 045 910**

Blosser, Patricia E.

Some Implications for Science Education from National Reports. ERIC/SMEAC Science Education Digest Number 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, Chemistry, *Educational Objectives, *Elementary School Science, Physics, Reports, *Science Education, *Science Instruction, *Secondary School Science, *Teacher Education, Time Factors (Learning)

Identifiers—ERIC Digests, *Excellence in Education

A number of documents were written in 1983 by groups seeking to improve American education. This digest was developed to review and examine some of the common themes (as they pertain to science education) from these documents. They are: (1) "A Nation at Risk"; (2) "Educating Our Citizens: The Search for Excellence"; (3) "Action for Excellence"; (4) "Educating Americans for the 21st Century"; and (5) "Images of Science." The digest includes: (1) a discussion of implications related to standards, time for instruction, and curriculum (noting that all documents urge increased rigor in education); (2) lists of desired science instruction outcomes for grades K-6, for grades 7 and 8, for biology, for chemistry, and for physics; and (3) a discussion of implications for teacher education. (JN)

ED 259 938 **SE 045 911**

Blosser, Patricia E.

A Review of "Research Within Reach: Science Education." ERIC/SMEAC Science Education Digest Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—3p.; For "Research within Reach," see ED 247 148.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Evaluation, Higher Education, *Learning, Microcomputers, *Science Course Improvement Projects, *Science Education, *Science Instruction, Student Attitudes, Teacher Education, *Teaching Methods

Identifiers—ERIC Digests, *Science Education Research

This digest provides information about "Research Within Reach: Science Education. A Research-Guided Response to the Concerns of Educators," part of a series produced by the Appalachia Educational Laboratory, Inc., Charleston, West Virginia. (Previous volumes in the series focused on reading, elementary mathematics, oral and written communication, and secondary school mathematics.) This information includes: (1) aim of the research within the series and document format; (2) topic areas considered in the four sections of the document (science education curriculum and goals, teaching and learning, a context for science education, and perspective papers); (3) comments on the document's eight chapters; and (4) concluding comments about the document along with several caveats. (JN)

ED 259 939 SE 045 912
Blosser, Patricia E.
Meta-Analysis Research on Science Instruction. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Classroom Techniques, Elementary School Science, Elementary Secondary Education, Inquiry, *Meta Analysis, *Science Education, *Science Instruction, Secondary School Science, *Teaching Methods
Identifiers—ERIC Digests, *Science Education Research

This digest provides an overview of several meta-analysis studies which focused on various aspects of science instruction. These studies examined: productive factors in science learning for grades 6 through 12; quality and quantity of instruction; effects of various teaching strategies on science achievement; instructional systems in science education; inquiry teaching and advance organizers; and other areas. Some possible generalizations from these studies are included. For example, it is noted that instructional techniques which help students focus on learning (preinstructional strategies, increased structure in the verbal content of materials, use of concrete objects or realism) are effective in promoting student achievement in science. (DH)

ED 259 940 SE 045 913
Disinger, John F.
Instruction in Awareness of Environmental Issues. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environmental Education, Field Trips, *Instructional Improvement, Integrated Curriculum, *Interdisciplinary Approach, *Perception, *Values Clarification
Identifiers—*Environmental Education Research, *Environmental Issues, ERIC Digests, Wilderness

This digest contains an abridgment of a section of a chapter on "Environmental Education Research Related to Issue Awareness" from the 1984 National Commission for Environmental Education Research (NCEER) Report. The paper was prepared by Randall Wiesenmeyer, Maureen Murrin, and Audrey Tomera. Only the section of the paper dealing with instructional strategies for developing awareness of environmental issues is provided. Major areas considered include: (1) use and abuse of wilderness; (2) interdisciplinary approaches; (3) values orientation; (4) integrated curriculum; and (5) research conclusions. A list of references (with ED numbers for documents in ERIC) is included. (ML)

ED 259 941 SE 045 914
Blosser, Patricia E.
Attitude Research in Science Education. Information Bulletin. No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Attitude Measures, *Attitudes, Elementary Secondary Education, Higher Education, Literature Reviews, *Research Methodology, Research Needs, *Science Education, *Scientific Attitudes, Student Attitudes, Teacher Attitudes
Identifiers—ERIC Digests, *Science Education Research

This information bulletin provides an overview of some of the documents that were identified as a result of limited searches of the literature related to science education attitude research and highlights some of the problems and concerns involved in this research. Major areas considered include: (1) problems of defining scientific attitudes; (2) attitudes toward science; (3) attitude measurement techniques; (4) methodological issues; (5) Hugh Munby's investigation of attitude measurements ('An Investigation into the Measurement of Attitudes in Science Education"); (6) recommendations for improving attitude research; and (7) implications. A list of references cited (with ED numbers for documents in "Resources in Education") and related references is included. (JN)

SO

ED 251 389 SO 016 088
Patrick, John J. Remy, Richard C.
Connecting Science, Technology, and Society in the Education of Citizens.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-298-9
Pub Date—85
Contract—400-83-0012
Note—97p.
Available from—SSEC, 855 Broadway, Boulder, CO 80302 ($8.50).
Pub Type
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Citizenship Education, Decision Making, Educational Change, Educational Research, Elementary Secondary Education, Instructional Innovation, *Integrated Curriculum, *Science Curriculum, *Social Problems, *Social Studies, *Technology
Identifiers—*Promising Practices, Science and Society

Designed to help educators address science-related social issues, this publication considers: (1) major challenges associated with science-related social issues; (2) the extent to which these challenges are being met; (3) ways in which educators can improve the education of citizens in science, technology, and social issues; and (4) promising practices that can contribute to building connections between social studies and science curricula. Three challenges outlined in the first of five sections include: (1) informing citizens about complex social issues and decisions, (2) connecting diverse fields of knowledge in school curricula, and (3) resisting antagonists of science and technology. In order to determine the extent to which these challenges are currently being met, the second section examines: goal statements in curriculum reports and major reports in the social studies and the sciences; research findings on student knowledge and attitudes regarding science, technology, and society; and analyses of current curricula and textbooks. The third section describes ways in which "integrative threads" can be used to provide common learning experiences within and between distinct courses in the social studies and sciences. The fourth section presents promising practices that can contribute to this building of connections between social studies and science curricula; the use of "decision trees" and case studies, the use of role play and simulation, and the use of instructional television and microcomputers. Concluding observations in the final section and a bibliography listing over 170 publications conclude the document. (LH)

ED 252 489 SO 016 188
Newmann, Fred M.
Educational Reform and Social Studies: Implications of Six Reports.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-299-7
Pub Date—85
Contract—400-83-0012
Grant—NIE-G-84-0008
Note—42p.
Available from—Social Science Education Consortium Publications, 855 Broadway, Boulder, CO 80302 ($5.95).
Pub Type
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Core Curriculum, Course Content, Course Objectives, Curriculum Development, *Educational Change, Educational Research, Educational Trends, Elementary Secondary Education, Literature Reviews, *Social Studies, Teacher Effectiveness
Identifiers—Nation at Risk (A)

The implications of six national reports for social studies are examined. These implications are compared with past and present practices in the social studies and the ways in which the reports fail to give useful guidance to teachers are noted. An introductory chapter presents a broad overview of the six reports: "The Paideia Proposal: An Educational Manifesto" (Adler, 1982), "High School: A Report on Secondary Education in America" (Boyer, 1983), "Academic Preparation for College: What Students Need to Know and Be Able to Do" (The College Board, 1983), "A Place Called School: Prospects for the Future (Goodlad, 1983), "A Nation at Risk: The Imperative of Educational Reform" (National Commission on Excellence in Education, 1983), and "Horace's Compromise: The Dilemma of the American High School" (Sizer, 1984). The second section focuses on the effects of these reports on social studies education, specifically regarding the goals of social education, curriculum organization and selection of subject matter, effective forms of teaching, and evaluation of student performance. Implications regarding time alloted for social studies, common core curriculum, specific content to be taught, and the organization of social studies into a meaningful sequence are considered. The final section examines the usefulness of the reports for teachers. While noting that the reports offer little assistance in resolving critical issues on social studies, the document stresses that the calls for quality in education can be used to support continuing work on these issues. A list of 53 references and an annotated list of related resources in ERIC conclude the document. (LH)

ED 253 458 SO 016 156
Cook, Kay K.
Academic Freedom in the Public Schools. ERIC Digest No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0012
Note—4p.; Revised version of ED 233 925.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, Censorship, Court Litigation, Educational Legislation, Elementary Secondary Education, Guidelines, Laws, *Public Schools, Teacher Rights
Identifiers—Fact Sheets

This synthesis of current attitudes on academic freedom as defined by lower court and Supreme Court cases describes the (1) framework in which academic freedom operates, (2) powers and limitations of state legislatures and school officials in defining the curriculum and setting policy, (3) rights and limitations of teachers in making curricular and course decisions, (4) summaries of recent court decisions related to academic freedom, and (5) issues that educational policy makers should address. The framework described in the first section contends that a teacher may use methods, symbols, or materi-

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als that are relevant to the subject matter being taught, not in violation of valid laws, compatible with current standards of decency, reasonable for student's level of maturity, intended for legitimate educational purpose, and not likely to result in a substantial disruption of school activities. Sections outlining specific powers and limitations of state legislators, school officials, and teachers are followed by summaries describing both Supreme Court (e.g., "Tinker versus Des Moines School District" and "Board of Education, Island Trees Free District Number 26 versus Pico") and lower court cases in which academic freedom was an issue. Four recommendations designed to help policy makers at all educational levels deal with issues concerning academic freedom are followed by a list of related resources published between 1980 and 1984. (LH)

ED 253 459 SO 016 157

Finding What You Need in ERIC. ERIC Fact Sheet No. 3.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 81

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, *Databases, *Educational Resources, *Information Retrieval, Library Collections, *Research Tools, Search Strategies

Identifiers—ERIC Fact Sheets

Step-by-step instructions for locating material in the Educational Resources Information Center (ERIC) database are provided. Following an introduction, information is presented in three main sections–manual searching, computer searching, and using search results. Subdivisions under manual searching describe who can or should do a manual search of ERIC, how to locate ERIC microfiche collections, procedures for conducting a manual search–including how to use and understand notations in the ERIC Thesaurus and ERIC monthly indexes–and searching for a specific document in ERIC. The second section, "Computer Searches," contains subsections on when to do a computer search, types of information that will be retrieved from such a search, cost, tips for getting good results, and computer search turnaround time. The final section, "Using the Results of ERIC Searches," describes how copies of ERIC documents and journal articles can be obtained. A six-entry resource section cites additional ERIC publications on the ERIC system. (LP)

ED 253 460 SO 016 158

Behind "A Nation at Risk": Papers of the National Commission on Excellence in Education. ERIC Fact Sheet No. 9.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p.; For related documents, see ED 258 797 and SO 016 162.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Education, Cross Cultural Studies, Curriculum, Educational Change, *Educational Improvement, *Educational Needs, Educational Practices, Educational Quality, Elementary Secondary Education, Financial Support, Foreign Countries, Intelligence, Leadership, Mathematics Education, Social Studies, Standards, Student Motivation, Teacher Education, Teaching Methods, Time on Task, Values

Identifiers—*Nation at Risk (A)

Commissioned papers to help the National Commission on Excellence in Education make the recommendations for educational improvement for its report "A Nation at Risk" are cited in this annotated listing. The report presents recommendations in five areas: content, standards and expectations, time, teaching, and leadership and fiscal support. Summaries of eight of these papers are provided. They deal with student motivation, understanding intelligence, what is learned in schools, K-12 curriculum, inservice teacher education, values learned in school, and the curricula of foreign countries. Because the Commission's recommendations are presented in only ten pages, they do not provide detailed guidance for those working toward educational excellence at the local level. These educators may therefore find that the numerous papers prepared for the Commission will shed light on how the Commission reached its conclusions and formulated recommendations. The titles of ten additional papers are also provided. All papers are available through ERIC. (RM)

ED 253 461 SO 016 159

Teaching about Controversial Issues. ERIC Fact Sheet No. 10.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p.; For related document, see SO 016 163.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Attitudes, *Controversial Issues (Course Content), Elementary Secondary Education, Parent Attitudes, Parent School Relationship, School Community Relationship, Social Problems, Social Studies, *Teaching Methods

Classroom teachers are presented with a rationale and general information for teaching about controversial issues. Following an introduction, material is arranged in six sections under topical questions. The first section considers educational and social benefits of teaching about controversy. Motivation, application of social studies content and skills to real issues, and enhancement of intellectual skills are among the benefits discussed. The second section provides guidelines from the National Council for the Social Studies to help teachers choose controversial topics appropriate for the classroom. How to deal with parent or community problems that may result from teaching controversial issues is examined in the third section. Suggestions for introducing controversial issues to students not familiar with their use in the classroom and effective instructional strategies are presented in the fourth and fifth sections. The final section is a bibliography of resources for teaching about controversial issues. (LP)

ED 253 462 SO 016 160

Davis, James E.

At Issue: Free Enterprise Education. ERIC Fact Sheet No. 11.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Consumer Education, Consumer Protection, Course Content, *Curriculum Development, *Economics Education, *Educational Objectives, Elementary Secondary Education, Global Approach, Information Sources, Required Courses

Identifiers—*Free Enterprise System, Mandatory Programs

Four rationales for free enterprise economics education are discussed and information sources for economics teachers are listed. About half the states in this country have mandates requiring economics instruction. Rationales for free enterprise education, for consumer or personal economics, for economics from a global perspective, and for economics as citizen education are presented. Representative statements from mandates in Florida, Illinois, and Utah illustrate the wide range of concerns and interests with regard to economics education. But whatever the content focus, the teaching of economics involves ideology and is never value-free. It is, therefore, very important for teachers to think through a rationale for teaching economics. An excellent source of information on all aspects of economics education is the Joint Council on Economic Education. The ERIC database also includes numerous documents presenting many points of view regarding economics education. Three examples of excellent ERIC documents are included. (RM)

ED 253 463 SO 016 161

Robinson, Sheryl B.

Teaching about the United States Constitution. ERIC Digest No. 12.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civics, *Constitutional History, *Constitutional Law, Educational Needs, Educational Research, Elementary Secondary Education, Instructional Materials, Legal Education, Program Descriptions, Resource Materials, School Community Relationship, Social Studies, Student Participation, Textbook Content, Textbook Evaluation, United States Government (Course), United States History

Identifiers—*United States Constitution

This publication was prepared as a resource guide to teaching strategies that help students understand the background, nature, and pervasive influence of the U.S. Constitution in the lives of every citizen. As the Constitutional Bicentennial approaches, the focus in many social studies classes increasingly will be on teaching about this most important document. Results from two recent textbook evaluation studies showed that the treatment of the Constitution in U.S. history, government, and civics textbooks is inadequate and incomplete. Because they lack in-depth coverage of the Constitution, textbooks should be used as part of a larger group of resources that include many types of supplementary materials. Supplementary curricula developed by projects commemorating the Constitution are described. In addition, brief descriptions are provided of on-going projects dealing with the Constitution that are funded by the National Endowment for the Humanities. An annotated listing of ERIC documents dealing with the Constitution is also included. The documents fall into the categories of law-related education, citizenship education, and student participation or community involvement. (RM)

ED 253 464 SO 016 162

Davis, James E.

The Social Studies and "A Nation at Risk." ERIC Digest No. 13.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-83-0012

Note—4p.; References contain small print that may not reproduce clearly. For related digest, see SO 016 158.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Curriculum, Educational Change, Educational Improvement, *Educational Needs, *Educational Quality, Elementary Secondary Education, Financial Support, Leadership, School Effectiveness, *Social Studies, Teacher Education, Teacher Effectiveness, Teacher Improvement, Time on Task

Identifiers—*Nation at Risk (A)

The reactions of social studies educators to "A Nation at Risk," the report of the National Commission on Excellence in Education that examined the quality of education in the United States, are discussed. The survey was an informal one that asked educators, mainly teachers and professors, what their reactions were to the report in general and to the five areas of recommendation (high school curriculum content, standards and expectations, time, teaching, and leadership and fiscal support) in the report. While some respondents questioned the information gathering process used for the report and the lack of teacher input, almost all agreed that education, including social studies, has problems. Social studies educators generally supported recommendations for requiring three years of social studies for high school graduation. They called for a national framework for social studies education, as well as new teacher education standards. Many felt the report ignored current research related to time on task, rather than time in school. Research findings need to be applied to teacher education. Respondents indicated a need for leadership in the field. (RM)

ED 253 465 SO 016 163
Cook, Kay K.
Controversial Issues: Concerns for Policy Makers. ERIC Digest No. 14.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-83-0012
Note—4p.; References contain small print that may not reproduce clearly. For related digest, see SO 016 159.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Controversial Issues (Course Content), Court Litigation, Curriculum, *Curriculum Development, Decision Making Skills, Definitions, Educational Needs, Educational Objectives, *Educational Planning, *Educational Policy, Educational Research, Elementary Secondary Education, Literature, Problem Solving, Science Instruction, Social Studies, State Courts, Student Motivation, Teacher Education
Identifiers—*Supreme Court

Intended for educational policy makers, this publication considers the teaching of controversial topics. Specifically discussed are what issues are considered controversial, why controversial topics should be taught, court decisions, ways educators can prepare for community response or complaints, and questions to address when making curriculum decisions. Generally speaking, an issue that tends to create polarized viewpoints many be considered controversial, e.g., sex, nuclear warfare, and religion/science conflicts. Curricular areas most likely to create controversy are literature, social studies, and science. The discussion of controversial issues in K-12 classrooms counteracts student apathy and allows students to learn and apply decision making and problem solving skills. The Supreme Court and lower courts tend to uphold the rights of teachers and students to engage in controversial topics. Major court decisions are briefly described. Schools should have official policies concerning the teaching of controversial issues, and teacher training should be provided. When developing curricula, decision makers should consider questions such as: (1) What inculcates creative, critical thought in children? and (2) Who determines public school standards? (RM)

ED 253 466 SO 016 164
Parisi, Lynn
Sex Equity in Computer Education: Concerns for Social Studies. ERIC Digest No. 15.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0012
Note—4p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Classroom Environment, Computer Assisted Instruction, *Computer Literacy, Computer Oriented Programs, Computers, Computer Science Education, *Educational Discrimination, Elementary Secondary Education, Equal Education, *Equal Facilities, Females, Males, Sex Bias, *Sex Discrimination, Sex Stereotypes, *Social Studies, Student Attitudes, Teacher Attitudes

The issue of equal access to and use of computers by boys and girls is reviewed and evaluated from the perspective of social studies content, skills, and goals. Material is arranged in four sections, each introduced by a topic question. The first section discusses the problem of sex equity in computer education. Results of four research studies and surveys are presented. The second section examines the causes of girls' avoidance of computers and related technologies. A male bias in the culture of computers, the educational context in which computers are used (chiefly science and mathematics classes), and peer influences are cited as the major causes of girls' avoidance. The third section places the issue of sex equity within the context of social studies education, examining the implications of unequal access to computers for future citizenship participation, career training, and the study of social roles and social stereotypes. A final section outlines what social studies teachers can do to address the problems of sex equity in computer education. A 13-citation bibliography concludes the paper. (LP)

ED 253 467 SO 016 165
Patrick, John J. Remy, Richard C.
Science-Related Social Issues: Challenges for the Social Studies. ERIC Digest No. 16.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0012
Note—4p.; For related document, see ED 251 389.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Decision Making, Educational Research, Elementary Secondary Education, National Surveys, *Science Education, *Social Problems, *Social Studies, Student Attitudes, Technology, Textbook Evaluation
Identifiers—*Science and Society

Background, rationale, and promising practices for teaching about science-related social issues in the science and social studies classroom are presented. Material is divided into five sections, each introduced with a topical question. The first section considers the challenges associated with the pervasive influences of science and technology in modern society, while the second section examines the extent to which these challenges are being met. The following indicators are reviewed: national reports and guidelines; research on student knowledge and attitudes regarding science, technology, and society; and current curricula and textbook analyses. The third section examines ways in which educators can improve the education of citizens in science-technology-society issues. The final section outlines promising practices for teaching this content and skill area. Decision trees, role plays, and simulations are among the strategies discussed. A number of recommendations are presented. A 17-entry resource section concludes the document. (LP)

ED 253 468 SO 016 166
Hendrikson, Leslie
Active Learning. ERIC Digest No. 17
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0012
Note—4p.; References contain small print that may not reproduce clearly.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Discovery Learning, Educational Research, Elementary Secondary Education, *Experiential Learning, Higher Education, Learning Activities, *Social Studies, Student Experience
Identifiers—*Active Learning, Fact Sheets

This ERIC digest synthesizes research findings relating active learning to student achievement, reviews the status of active learning practices in today's social studies classrooms, presents examples of active learning practices in specific areas of the social studies, and provides a list of suggestions and resources for integrating active learning in the social studies classroom. The first section highlights the growing body of research relating active learning approaches to student achievement, not only among young children but also among secondary and postsecondary students. The second section emphasizes the gap between theory and practice by highlighting recent educational reports suggesting the need for a more varied, more active approach to teaching social studies. In the third section, active learning approaches currently being used in the social studies are listed, including mock trials, case study analyses, student participation in opinion polls and surveys, and participation in community-based education. Seven specific recommendations for incorporating active learning into the social studies curriculum are outlined in the fourth section. The publication concludes with a list of ten related resources. (LH)

ED 254 482 SO 016 297
Cook, Kay K., Ed.
Data Book of Social Studies Materials and Resources. Volume 10.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-300-4
Pub Date—85
Contract—400-83-0012
Note—125p.; For volume 9 see ED 240 010.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Material Evaluation, Instructional Materials, Media Selection, Nonprint Media, Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1983, 1984, and 1985, are presented. The objective is to provide analyses of curriculum materials that will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The "Data Book" is organized into four major sections. The first major section contains analyses of elementary (K-6) social studies materials, including three new basal programs. Twenty supplementary materials are also briefly described. The second major section is devoted to secondary (7-12) curriculum materials. Twenty new analyses of basic textbooks are presented, along with nine shorter analyses of revised editions. The secondary curriculum materials section concludes with 24 brief descriptions of supplementary materials. The third section of the "Data Book" includes 26 short analyses of teacher resource materials. The fourth and concluding section contains descriptions of curriculum guides and units available through the ERIC system. Indexes are provided for author/editor, grade level, publishers, and subject area. Publishers' addresses are provided. (RM)

ED 255 469 SO 016 406
Stanley, William B. And Others
Review of Research in Social Studies Education, 1976-1983. Bulletin 75.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-303-9
Pub Date—85
Contract—400-83-0012
Note—435p.; For review of research prior to 1976, see ED 141 192.
Available from—The National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 or Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($12.95).
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Academic Achievement, Bias, Cognitive Processes, Critical Thinking, Early Childhood Education, *Educational Research, Elementary Secondary Education, Ethnography, Foundations of Education, Research Needs, *Social Science Research, *Social Studies, Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Education, Values Education
Identifiers—Theory Practice Relationship

In the first of seven chapters of this comprehensive review of research in social studies, William B. Stanley presents an overview of current issues and

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approaches relevant to research in social education. The second chapter, by Catherine Cornbleth, is a review of critical thinking and cognitive process research. Special attention is given to "myths" that guide current research and practice. In the third chapter, Richard K. Jantz and Kenneth Klawitter review early childhood and elementary education research in social education. In Chapter 4, James S. Leming analyzes the research on a wide range of approaches to socio-moral or values education. In Chapter 5, Jane J. White discusses ethnographic research and the paradoxes and problems it raises for social education. Chapter 6, by William B. Stanley, is a discussion of recent research and development in the foundations of social education. The chapter focuses on the wide variety of rationales developed, critiqued, and refined by mainstream social educators since 1976. In the final chapter, Jack L. Nelson and James P. Shaver discuss the status of and limitations inherent in social education, each author taking a different position regarding the future of research in social education. Throughout the reviews, implications for practice and further investigation are addressed. (LH)

SP

ED 248 238 SP 025 253
Priest, Laurie Summerfield, Liane
Careers in Commercial and Private Recreation. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Contract—400-78-0017
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletics, *Career Choice, Cultural Activities, *Employment Opportunities, *Employment Patterns, Management Development, *Recreation, *Recreational Programs, *Service Occupations

A decline in government funding for recreational services has stimulated the growth of private and commercial recreation. In this two-page information review, areas in which job opportunities in the recreational field are to be found are discussed, and trends in commercial recreation are listed. A list of 22 resource organizations and 6 periodicals on recreation, as well as 11 references, is included. (JD)

ED 248 239 SP 025 254
Martin, Elaine Russo
The Teacher as Decision Maker. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 83
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Decision Making, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Behavior, Teacher Characteristics, *Teacher Role, *Teaching (Occupation), Teaching Conditions

This two-page information review draws similarities between the work of teachers and executives, cites some of the research analyzing the role of teachers as decision makers, and argues the importance of teachers developing, in their minds and in the mind of the public, an image of teachers as executives. Nineteen references are listed. (JD)

ED 248 240 SP 025 255
Priest, Laurie
The Case for Physical Education. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Elementary Secondary Education, *Intellectual Development, *Mental Health, Physical Activities, *Physical Education, Physical Fitness, *Physical Health, Well Being

This two-page information review presents a brief review of research literature which reinforces the belief that regular physical education programs included in school curricula produces physical, psychological, and intellectual benefits. Eighteen references are cited. (JD)

ED 248 241 SP 025 256
Pine, Patricia
Merit Pay. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary School Teachers, Elementary Secondary Education, *Merit Pay, *Program Evaluation, Recognition (Achievement), Secondary School Teachers, *Teacher Improvement, *Teacher Salaries

This two-page information review discusses the controversy over merit pay for teachers. The incidence and characteristics of merit pay programs are considered as well as the advantages and disadvantages of such programs. The question of whether merit pay is instrumental in improving teaching is raised. A list of 17 references is provided. (JD)

ED 248 242 SP 025 257
Gilman, Francie
The Effects of Corporate Involvement in Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Cooperation, Elementary Secondary Education, Employment Opportunities, *School Business Relationship, *School Involvement, Schools of Education

In this two-page information review on relationships between schools and businesses, the following questions are discussed: (1) How are corporations involved with education? (2) What are the benefits to education of educational activities supported by corporations? (3) What risks are associated with corporate involvement in education? (4) What strategies characterize successful school-business partnerships? and (5) How does corporate involvement benefit schools of education? Nineteen references are lised. (JD)

ED 248 243 SP 025 258
Griffith, Devon
What First-Year Teachers Need to Know. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Effectiveness, *Teacher Improvement, *Teacher Orientation, Teaching Experience

This two-page information review explores the controversy over the question of what beginning teachers must know to teach effectively and outlines a tentative definition of "essential knowledge" for first-year teachers. Eleven references are listed. (JD)

ED 248 244 SP 025 259
Ashburn, Elizabeth A.
Emergency Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-83-0022
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Educational Certificates, *Educational Quality, Elementary Secondary Education, *Teacher Certification, Teacher Employment, *Teacher Qualifications, *Teacher Shortage
Identifiers—*Emergency Teacher Certification

Emergency certification involves the issuance of teaching licenses to individuals who have not completed a traditional college or university teacher education program. This two-page information review examines the problems arising from emergency certification and its relationship to student achievement. Some alternatives to emergency certification are suggested. Eleven references on this topic are listed. (JD)

ED 251 406 SP 023 011
Nelli, Elizabeth Nutter, Norma
A Model for Evaluating Teacher Education Programs. Teacher Education Monograph No. 2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89333-032-9
Pub Date—Feb 84
Contract—400-83-0022
Note—83p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, NW, Suite 610, Washington, DC 20036 ($6.50).
Pub Type — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Evaluation Criteria, *Evaluation Methods, Higher Education, *Institutional Characteristics, Preservice Teacher Education, Program Effectiveness, *Program Evaluation, *Self Evaluation (Groups), Student Characteristics, Teacher Characteristics, Teacher Education Curriculum, *Teacher Education Programs, Teacher Educators

Prior to presenting a model for evaluating teacher education progams, it is pointed out that five major issues must be settled before attempting an evaluation: (1) the evaluation's purpose; (2) clients or audience; (3) specific questions to investigate; (4) use of an internal or external evaluator or a combination; and (5) dissemination of the evaluation and types of decisions to be made based on its results. The matrix of the model includes the following elements: (1) the philosophy and basic purposes of the program; (2) objectives or intended outcomes of the evaluation; (3) collection and assessment of data; (4) characteristics of students, faculty, college policy, program budget, and administration; (5) interactions between mentors and students in the actual working curriculum; (6) outcomes attributable to the program; (7) external factors impinging on the program; (8) standards against which the program's quality or value are measured; and (9) judgments on the quality, value, or effectiveness of the program and its components. These elements, their interpretations, and their interrelations are described and discussed. Four examples are given demonstrating how the model might be applied in actual evaluations. (JD)

ED 256 725 SP 025 916
Butler, Catherine
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 84
Contract—400-83-0022
Note—3p.
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Improvement, Futures (of Society), *Hearings, *Needs Assessment, Policy Formation, *Position Papers, *Program Development, Teacher Certification, *Teacher Education
Identifiers—ERIC Digests, *National Commission

on Excellence in Teacher Educ

The National Commission on Excellence in Teacher Education was appointed in 1983 to describe the present state of teacher education, identify problem issues, and make recommendations for the improvement of teacher education. The final report of the Commission, "A Call for Change in Teacher Education," was based on information gathered at the Commission's five regional hearings held in 1984. An annotated bibliography is presented of 19 commissioned papers from these hearings. The papers were written by: (1) M. D. Andrew; (2) H. E. Behling, Jr; (3) B. Dubitsky; (4) E. C. Galambos; (5) H. K. Gideonse; (6) G. A. Griffin; (7) M. Haberman; (8) G. Hall, W. Doyle, and J. Hoffman; (9) K. R. Howey; (10) L. B. Jones; (11) R. C. Kunkel; (12) E. J. Meade, Jr.; (13) N. Nutter; (14) B. Peseau; (15) M. A. Raywid; (16) S. B. Robinson; (17) H. Schwartz; (18) B. O. Smith; and (19) R. C. Wallace. (JD)

ED 257 823 SP 026 227
Stenger, Leslie A. Smith, Christel M.
Healthy Moves for Older Adults. Health, Physical Education, Recreation and Dance Monograph No. One.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89333-034-5
Pub Date—Feb 85
Contract—400-83-0022
Note—72p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($8.50).
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cardiovascular System, Dance, Exercise, *Health Needs, Health Programs, Holistic Approach, *Older Adults, *Physical Fitness, Physical Health, *Physical Recreation Programs, Self Concept

This monograph describes some of the physical, sociological, and psychological characteristics of older adults, identifies their needs, and outlines the role of the health, physical education, recreation and dance (HPRD) professionals in meeting these needs. The first section clarifies various theories on the aging process and the classification of the elderly into categories based on biological and psychosociological theories. A discussion on the physical and psychosociological needs of the older adult is presented in section two. In the third section, a description of the HPRD wellness program explains how it can meet the needs of the elderly. The appendixes include guidelines for exercise programs for older persons as developed by the American Alliance for Health, Physical Education, Recreation and Dance, a description of three exemplary programs for older adults, and a seven-page bibliography. (JD)

TM

ED 252 581 TM 850 058
Stevens, Floraline I.
The Effects of Testing on Teaching and Curriculum in a Large Urban School District.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ERIC-TM-86
Pub Date—Dec 84
Contract—400-83-0015
Note—32p.
Available from—ERIC/TME, Educational Testing Service, Princeton, NJ 08541 ($6.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Involvement, Criterion Referenced Tests, Curriculum Development, *Educational Testing, *Instructional Improvement, Teacher Motivation, Testing Programs, Test Results, *Test Use, Test Validity, Urban Schools
Identifiers—*Curriculum Alignment, Los Angeles County Schools CA

An urban school district affected by testing in the effective schools context is described in order to provide examples of the effects of testing on teaching and the curriculum. The report describes the method of operationalizing the effective schools research using test information. An important catalyst to improving the instructional program was the development of an accountability plan by the superintendent and its dissemination to all administrators and teachers within the school district. The goals of the program were to improve student achievement; improve the environment in which teaching and learning occur; and strengthen support from parents, the community at large, and community leaders for the program. The district utilized several new and tested strategies to precipitate positive change. The test results were part of the catalyst for change. The district has shown improvement in providing a quality education for all students through a strong instructional program manifested in higher test scores. (DWH)

UD

ED 252 636 UD 024 023
Ascher, Carol
The 1983 Educational Reform Reports. ERIC/-CUE Digest Number 22.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-82-0012
Note—4p.; For document on which this digest is based, see ED 242 831.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, *Educational Change, Educational Needs, Educational Objectives, Educational Philosophy, *Educational Quality, Elementary Secondary Education, Equal Education, Government Role, Public Education, Student Needs, Teacher Improvement, Time Factors (Learning), Track System (Education), Vocational Education
Identifiers—*Educational Reform Reports, *Excellence in Education

In contrast to the educational reform reports of the 1970's, which criticized schools' irrelevance, inequality, and authoritarianism, the flood of reports that appeared in 1983 focus on the danger to the nation's global preeminence and military defense caused by mediocre education. Although most reports uphold a commitment to equity, this is overshadowed by the emphasis placed on excellence (as in the Sputnik era) and the raising of academic standards. The new reform reports generally agree that the purposes of education have become too diffuse: literacy, they say, should become a priority, with personal growth skills, work skills, and social and civic skills as secondary goals. Most of the 1983 reports call for a common curriculum, and are unanimous in condemning tracking (insofar as it precludes equal access to knowledge and discriminates against minority children) and most ignore or criticize vocational education. The reports agree that computer literacy must have a place in basic education, but disagree on questions concerning time spent in school. Most blame the crisis in education on the teaching profession, but vary in their recommendations for solving current problems affecting teachers. Finally, the reports tend to advocate decrease in federal and an increase in state and local responsibility. (KH)

ED 252 637 UD 024 024
Ascher, Carol
Helping Hispanic Students to Complete High School and Enter College. ERIC/CUE Digest Number 20.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-82-0012
Note—6p.; For related document, see ED 230 665.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *College Bound Students, *College Preparation, Equal Education, High Schools, High School Students, *Hispanic Americans, Information Sources, *Performance Factors, Social Discrimination, Student Educational Objectives, Teacher Attitudes

Demographically, mainland Hispanic Americans constitute a population that is economically and educationally diverse. Nonetheless, a cluster of related findings indicates that Hispanic students are more poorly prepared for college than non-Hispanic White students. More Hispanic high school seniors than White non-Hispanics are enrolled in vocational or general programs than academic programs, and fewer take the standardized college admissions tests. Lack of interest in the courses offered by high schools, alienation, poor teaching, and differences in family life are among the reasons for the lesser tendency of Hispanic students to be adequately prepared for or interested in applying to college. Studies suggest that teachers' cultural stereotypes act negatively on their expectations for Hispanic students, and that language, ethnicity, and social-class factors contribute to a lower classroom experience for the Hispanic student. Because of these and other factors, some researchers have suggested that college officials look beyond high school grades and admissions test scores when considering acceptance of Hispanic students. Following the narrative, the paper concludes with a list of guidelines for use by high schools in developing strategies to better prepare the Hispanic student for college, and a list of organizations that specifically address the educational needs of Hispanics. (KH)

ED 252 638 UD 024 025
Ascher, Carol
The Social and Psychological Adjustment of Southeast Asian Refugees. ERIC/CUE Digest Number 21.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—400-82-0012
Note—4p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acculturation, *Adjustment (to Environment), Economic Factors, Elementary Secondary Education, Family Problems, High Risk Persons, *Refugees, *Stress Variables, Student Needs
Identifiers—*Southeast Asians

This paper provides an overview of research findings concerning the stresses experienced by Southeast Asian refugees undergoing acculturation in the United States. Sources of stress are briefly described, including worries about family and others left behind in Southeast Asia, underemployment and unemployment, cultural conflicts, changing family roles, and social disruption. Findings on problems specific to high risk groups–adolescents, child arrivals between the ages of 9 and 15, and persons who have undergone shifting role identities (such as the loss of professional status) are given special focus. Studies on the relationship between stress and children's age of migration are summarized, and some information on student needs and reasons for student misbehavior is given. (KH)

ED 253 602 UD 024 022
Schriro, Dora
Safe Schools, Sound Schools: Learning in a Non-Disruptive Environment. ERIC/CUE Diversity Series, Number 89.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 85
Contract—400-82-0012
Note—132p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Change Strategies, Delinquency Prevention, *Discipline Policy, Discipline Problems, Educational Environment, Elementary Secondary Education, Institutional Evaluation, Leadership Responsibility, Principals, *Public Schools, Resource Allocation, School Community Relationship, *School Effectiveness, *School Safety, *Social Organizations, Student Evaluation, Teacher Characteristics
Identifiers—Assessment Instruments, Juvenile Justice

This monograph is written to help school administrators and policy makers, in addressing the question of safe schools, separate analytically what is "school" and what is "society" in order to better

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understand the real span of the school's control. The central question is: what are the characteristics of safe and effective school systems and what can schools do to become safer and to be perceived as safe? A social organization model of the public schools is provided which examines: (1) the school as mandatory service provider; (2) school crime and the local community; (3) school crime and the school itself–its physical and social structures, its social functions, and its learning climate. A typology of safe and sound schools is outlined, offering profiles of problem schools, opportunistic schools, maverick schools, and ritualistic schools. Within a framework provided by effective schools research and delinquency prevention research, current disciplinary practices are analyzed in terms of: (1) system-wide policies and programs that change individual students; (2) strategies that change the students by changing the organization's school-based practices; and (3) what works in juvenile justice. A strategy for organizational change, based on the practices discussion, is then offered. And finally, a detailed administrative observation instrument is provided for use in evaluating the instructional effectiveness of a school or rehabilitative program. (RDN)

ED 253 612 UD 024 054
Tsang, Sau-Lim Wing, Linda C.
Beyond Angel Island: The Education of Asian Americans. ERIC/CUE Urban Diversity Series. Number 90, Winter 1985.
ARC Associates, Inc. Oakland, CA.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-82-0012
Note—52p.
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Asian Americans, Demography, *Educational Attainment, Employment Opportunities, *Enrollment Trends, Equal Education, Equal Opportunities (Jobs), Homework, Immigrants, *Influences, Intellectual Disciplines, Mathematics Achievement, Minority Group Children, Postsecondary Education, Refugees, Secondary Education

Noting the lack of a comprehensive body of knowledge about Asian American educational achievement and attainment, this document examines recent national data in order to develop an empirical profile of the educational status of Asian American secondary and postsecondary students. According to the data, higher proportions of Asian Americans than of Whites are enrolled in school between the ages of 3 and 34. And Asian American students score higher on mathematics tests than White students and lower on tests of verbal skills, science, and analytical skills. It is argued that, while the average Asian American student does appear to be doing well, those who are recent immigrants or whose best language is not English may be experiencing problems, and that attention to their needs is warranted. Three factors are identified as accounting for the trends in the data: U.S. immigration and refugee policies; the time spent on learning by Asian American students; and historical labor market discrimination and Asian American sensitivity to job openings under equal employment opportunity conditions. None of the three factors is regarded as being endemic to Asian Americans; all are seen as having implications for the schooling of other students. It is concluded that there is an urgent need for current information on the educational status of specific groups of Asian American students whether by ethnicity, nativity, length of U.S. residence, geographical location, grade level, or school. (RDN)

ED 253 622 UD 024 069
Urban Magnet Schools and Educational Excellence. ERIC/CUE Digest Number 24.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 84
Contract—400-82-0012
Note—4p.
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Quality, Elementary Secondary Education, Enrollment Trends, Equal Education, *Institutional Characteristics, *Magnet Schools, *School Desegregation, *School Effectiveness, *Selective Admission, Urban Schools

This paper summarizes the "Survey of Magnet Schools," a study of the effectiveness of such schools in a nationally representative sample of 15 urban school districts. Among the significant findings are the following: (1) between 1981 and 1983 magnet school enrollments ranged from 21 percent to 71 percent white, a slightly higher percentage of white students than district averages; (2) magnet schools share a number of characteristics with "effective schools," including strong leadership, a cohesive curriculum, high expectations, and a consensus among faculty, students, and parents about the goals of their schools; (3) educational quality in magnet schools is at the same level as or higher than that in more traditional schools; (4) the quality of a magnet school depends most on its leadership, institutional coherence, and relationship to the school district; (5) most magnet schools are moderately selective and do not appear to be rejecting the average student; (6) there is little correlation between a magnet school's degree of selectivity and its degree of educational quality or integration; (7) magnet schools have reduced the percentage of students in racially isolated schools from 60 percent to less than 30 percent; and (8) a magnet school that is racially and ethnically integrated is, generally, also a school that provides a highly effective learning environment. This paper concludes with a list of factors found to contribute to the success of a magnet school. (KH)

ED 253 623 UD 024 070
Ascher, Carol
Increasing Science Achievement for Disadvantaged Students. ERIC/CUE Digest Number 25.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 85
Contract—400-82-0012
Note—4p.
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Black Students, *Disadvantaged Youth, Elementary Secondary Education, *Mathematics Achievement, Minority Groups, *Performance Factors, Racial Differences, School Counseling, Science Careers, *Science Education, Sex Differences, Socioeconomic Status

A number of recent studies have yielded data on the factors affecting the science achievement of disadvantaged students. For example, it was found that students' socioeconomic status (SES) increased as a predictor of their science achievement as the students moved through school. Furthermore, the effect of being Black (or, to a lesser degree, Hispanic) was similar to the effect of SES. Black students were shown in one study to perform best on science exercises most dependent on daily experience and common knowledge, and poorest on those that involve a detached research attitude toward the object and phenomena of science. Other studies found that poor and minority students are most affected by classroom factors such as too little time spent on science instruction and too much time spent on discipline, that Black students' science career plans are generally less related to their abilities than are Whites' plans, and that minority interest in science apparently does not lead to choosing the appropriate high school subjects for entering a science major in college. The research suggests a complex pool of attitudes and motivations that indirectly affect minority science preparation and the choice of a science career. These include attitudes and aspirations, stereotyping, role models, general academic success, cultural values, and parental influence and support. Research also suggests that the school counselor for whom ethnicity or sex make no difference can play a most important role in increasing enrollment of the disadvantaged in nonrequired science and mathematics courses. (KH)

ED 254 587 UD 024 099
Roddy, Patricia Palker
A Closer Look at Children in Single-Parent Families. ERIC/CUE Digest Number 23.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-82-0012
Note—4p.
Pub Type — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Black Family, Child Rearing, Day Care, Divorce, Elementary Secondary Education, Family Structure, Minority Group Children, *One Parent Family, Parent School Relationship, Racial Differences, Socioeconomic Influences, Stereotypes, *Student Behavior, Unwed Mothers
Identifiers—ERIC Digests, Teacher Expectations

Schools are more and more called upon to accomodate students' differences in background and experiences; this picture of diversity includes the growing number of one-parent families. However, educators need to be cautioned against expecting "trouble" from the child from a one-parent family. The diversity among research findings suggests that while, as a group, single-parent children tend to have more behavioral problems in school and are at greater risk in terms of truancy and dropout rate, the likelihood of any particular child having cognitive or behavioral problems depends upon the interaction of many factors. Among those factors are the adequacy of child care arrangements; the number of siblings; the structure of the child's environment in both the home and school; the amount of nurturing the child receives; the age, sex, and race of the child; the socioeconomic level of the family; and the circumstances surrounding the separation of the parents. Therefore, the only accurate answer to the question of whether single-parentness is harmful to a child's academic or behavioral development may well be, "It depends." (RDN)

ED 256 838 UD 024 207
Ascher, Carol Flaxman, Erwin
Towards Excellence: An Urban Response to the Recommendations for School Reform.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contract—400-82-0012
Note—7p.
Journal Cit—ERIC/CUE Trends and Issues; Series 2 Apr 1985
Pub Type— Collected Works - Serials (022) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Educational Finance, *Educational Improvement, Educational Objectives, Educational Quality, Educational Technology, Elementary Secondary Education, Equal Education, Resource Allocation, Second Language Instruction, Services, Student Rights, Track System (Education), *Urban Education, Urban Problems, Vocational Education
Identifiers—*Excellence in Education

Although the general thrust of recent education reports and studies–to strengthen the academic quality of secondary education–has been salutary, efforts fall short of giving clear direction for school improvement in a number of areas particularly important to urban school superintendents. The reports fail to recognize the unique context of urban education and, in general, tend to remove education from its social context. Surprisingly, in a country where over a quarter of all students are from ethnic minorities, the current reports are nearly silent on the special needs of these students. The recommendations for reform need to address school issues with a clearer understanding of their urban context in at least the nine following areas: educational goals; academic achievement and diversity; student tracking and promotion; resources and planning; support services; curriculum and instruction; language instruction; vocational education; and technology. (The remainder of the paper addresses those issues and offers suggestions for improvement in each area.) (KH)

ED 256 842 UD 024 213
Ascher, Carol
Raising Hispanic Achievement. ERIC/CUE Digest Number 26.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contract—400-82-0012
Note—4p.; Printed on colored paper.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Change, English (Second Language), *High Schools, *Hispanic Americans, Native Language Instruction, *Performance Factors, School Business Relationship, School Community Relationship, Second Language Instruction, Services, Spanish Speaking, Student Characteristics, Urban Schools
Identifiers—*Excellence in Education, Hispanics and Urban High School Reform, *Make Something Happen

Recent findings on the academic achievement of Hispanic students are digested in this paper. Data are derived from the study, "Make Something Happen," which was conducted by the National Commission on Secondary Education for Hispanics, and presents comprehensive findings on Hispanic education drawn from a special analysis of the Hispanic cohort of the "High School and Beyond" national longitudinal study, findings from commissioned topic papers, site visits to inner-city schools across the country, and a variety of previously existing research. Findings are organized under the following headings: background; language instruction; the work-school linkage; and social supports and school-community ties. The digest concludes with a list of recommendations for improving high school education for Hispanics, including the following: (1) the provision of a strong academic core for all students; (2) English language instruction for all Hispanic high school students (but Spanish core curriculum courses for non-English speakers); (3) Spanish language courses to make Spanish speakers literate in Spanish; (4) counteracting the high number of Hispanic dropouts by increasing the schools' involvement in their students' needs and desires to work; and (5) increasing the amount of guidance counseling offered to Hispanic students, the number of Hispanic teachers and administrators, and schools' communication with Hispanic parents. (KH)

ED 259 040 UD 024 280
Parent Participation and the Achievement of Disadvantaged Students. ERIC/CUE Digest, No. 27.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 85
Contract—400-82-0012
Note—4p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Community Involvement, *Disadvantaged Youth, Early Childhood Education, Educational Change, Elementary Secondary Education, Federal State Relationship, Home Study, Low Income Groups, Minority Group Children, Parent Education, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Social Class, Socioeconomic Status
Identifiers—Effective Schools Research

Key research in the literature on the relationship between parent participation and achievement is discussed, participation being defined in terms of activities both within and outside of the school. The research resists generalization because of the range of potential parent activities and the uncertainty about what they convey, but yields the following points: (1) it is difficult to isolate the influence of parent participation on achievement from the effects of social class and race, but parent participation appears to be associated with the enhanced achievement of low income students; (2) parental decision making is not particularly related to achievement and parent-school contacts are only marginally effective; however, a wide range of activities and programs do appear to have some effect on the character of the school and achievement, especially if they are oriented to the community's needs; (3) programs fostering parent involvement in at-home teaching improve achievement, particularly for low-income elementary school children, but more elaborate parental programs and parent education are needed; (4) the effective schools movement has played down parent participation, in the belief that it will weaken the school's responsibility for educating all children; and (5) the recent shift from Federal to an increasing State responsibility for education, together with renewed interest in parental choice, may have increased the potential for parents to participate in determining education in their communities. (RDN)

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Excellence Through Educational Technology: Some Prior Considerations. ERIC Digest.
ED 254 212 (IR)

Extending the School Year and Day. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Seven.
ED 259 450 (EA)

Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ASHE-ERIC Higher Education Research Report No. 5, 1984.
ED 252 170 (HE)

Faculty Workload: Research, Theory, and Interpretation. ASHE-ERIC Higher Education Research Report No. 10, 1984.
ED 259 691 (HE)

Field Instruction in School Settings. ERIC/SMEAC Environmental Education Digest No. 1.
ED 259 935 (SE)

Finding and Keeping Teachers: Strategies for Small Schools.
ED 259 875 (RC)

Finding What You Need in ERIC. ERIC Fact Sheet No. 3.
ED 253 459 (SO)

Full-Day or Half-Day Kindergarten? ERIC Digest.
ED 256 474 (PS)

Futures Research and the Strategic Planning Process: Implications for Higher Education. ASHE-ERIC Higher Education Research Report No. 9, 1984.
ED 259 692 (HE)

Healthy Moves for Older Adults. Health, Physical Education, Recreation and Dance Monograph No. One.
ED 257 823 (SP)

Helping Hispanic Students to Complete High School and Enter College. ERIC/CUE Digest Number 20.
ED 252 637 (UD)

The High-Technology Connection: Academic/Industrial Cooperation for Economic Growth. ASHE-ERIC Higher Education Research Report No. 6.
ED 255 130 (HE)

How to Find Good Computer Software in English and Language Arts. ERIC Digest.
ED 250 692 (CS)

Ideas that Work for Outdoor Teachers and Leaders. Papers, Activities, and Resources from the National Outdoor Education Conference (Potosi, Missouri, October 9-13, 1985).
ED 259 863 (RC)

Improving Students' Thinking Skills. The Best of ERIC on Educational Management Number 77.
ED 251 919 (EA)

Increasing Science Achievement for Disadvantaged Students. ERIC/CUE Digest Number 25.
ED 253 623 (UD)

Information Resources on Education and Training for Online Searching.
ED 254 221 (IR)

Information Resources on Interactive Video. A Selected ERIC Bibliography.
ED 254 215 (IR)

Information Resources on Microcomputers in Libraries: Library Administration. A Selected ERIC Bibliography.
ED 254 222 (IR)

Information Resources on Microcomputers in Libraries: Public Services. A Selected ERIC Bibliography.
ED 254 224 (IR)

Information Resources on Microcomputers in Libraries: Technical Processes. A Selected ERIC Bibliography.
ED 254 225 (IR)

Information Resources on Microcomputers in Library Instruction. A Selected ERIC Bibliography.
ED 254 223 (IR)

Information Resources on Microcomputer Software Evaluation. A Selected ERIC Bibliography.
ED 254 216 (IR)

Information Resources on Online at the Reference Desk. A Selected ERIC Bibliography.
ED 254 226 (IR)

Information Resources on Online Public Access Catalogs. A Selected ERIC Bibliography.
ED 254 227 (IR)

Instructional Climate for Success. The Best of ERIC on Educational Management Number 75.
ED 251 912 (EA)

Instruction in Awareness of Environmental Issues. ERIC/SMEAC Environmental Education Digest No. 1.
ED 259 940 (SE)

Integration of Students with Severe Handicaps into Regular Schools.
ED 255 009 (EC)

Investigations in Mathematics Education. Volume 17, Number 4.
ED 255 369 (SE)

Investigations in Mathematics Education. Volume 18, Number 1.
ED 257 653 (SE)

Investigations in Science Education. Volume 11, Number 1.
ED 255 386 (SE)

Job-Related Basic Skills. Overview. ERIC Digest No. 42.
ED 259 212 (CE)

Jobs of the Future. Overview. ERIC Digest No. 46.
ED 259 216 (CE)

Language across the Curriculum. ERIC Digest.
ED 250 699 (CS)

Large Scale Writing Assessment. ERIC Digest.
ED 250 691 (CS)

Local Area Networks in Education: Overview, Applications, and Current Limitations.
ED 254 895 (EA)

Managing Computer Software Collections. ERIC Digest.
ED 254 213 (IR)

Marriage and Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. 57+.
ED 250 647 (CG)

Measures for Research and Evaluation in the English Language Arts. Volume 2.
ED 255 933 (CS)

Merit Pay. ERIC Fact Sheet.
ED 248 241 (SP)

Merit Pay for Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Ten.
ED 259 453 (EA)

Meta-Analysis Research on Science Instruction. ERIC/SMEAC Science Education Digest No. 1.
ED 259 939 (SE)

Metacomprehension. ERIC Digest.
ED 250 670 (CS)

Microcomputer Applications in Administration and Instruction. New Directions for Community Colleges, Number 47.
ED 247 990 (JC)

Microcomputers in the School Office. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eight.
ED 259 451 (EA)

Microcomputers in the School Office: Primer for Administrators. School Management Digest Series Number 30.
ED 248 571 (EA)

Microcomputer Software for Counseling and Student Development.
ED 252 808 (CG)

Migrant Education: A Quick Look at ERIC.
ED 259 872 (RC)

A Model for Evaluating Teacher Education Programs. Teacher Education Monograph No. 2.
ED 251 406 (SP)

Monitoring the Financial Condition of Colleges and Universities. AAHE-ERIC Higher Education Research Currents.
ED 252 141 (HE)

Monographs in Environmental Education and Environmental Studies. Volume I.
ED 251 293 (SE)

More Talks with Teachers.
ED 250 099 (PS)

Motivating Teachers for Excellence. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Six.
ED 259 449 (EA)

Narratology: The Study of Story Structure. ERIC Digest.
ED 250 698 (CS)

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (58th, French Lick Springs, IN, April 15-18, 1985).
ED 257 625 (SE)

National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings. ERIC Digest.
ED 256 725 (SP)

Networking and Microcomputers. ERIC Digest.
ED 253 256 (IR)

Observing Science Classrooms: Observing Science Perspectives from Research and Practice. 1984 AETS Yearbook.
ED 255 355 (SE)

Online Catalogs: Issues and Concerns.
ED 253 251 (IR)

The Only Child. ERIC Digest.
ED 256 475 (PS)

Organized Labor Education and Training Programs. Information Series No. 286.
ED 248 387 (CE)

Organized Labor Education and Training Programs. Overview. ERIC Digest No. 43.
ED 259 213 (CE)

Out of the Fields and Into Computers.
ED 259 873 (RC)

Overview on Excellence. ERIC Digests Nos. 31-35.
ED 252 693 (CE)

Parent Participation and the Achievement of Disadvantaged Students. ERIC/CUE Digest, No. 27.
ED 259 040 (UD)

Peer Involvement in Language Learning. Language in Education: Theory and Practice No. 60.
ED 256 181 (FL)

Preparation of Principals. The Best of ERIC on Educational Management Number 81.
ED 254 927 (EA)

Private Sector Involvement in Vocational Education. Overview. ERIC Digest No. 36.
ED 259 206 (CE)

Problems in Children's Peer Relations: A Broadening Perspective.
ED 259 845 (PS)

Progress in the Education of the Handicapped and Analysis of P.L. 98-199. The Education of the Handicapped Act Amendments of 1983. Special Education in America: Its Legal and Governmental Foundations Series.
ED 255 011 (EC)

Qualities of Effective Writing Programs. ERIC Digest.
ED 250 694 (CS)

Quality Services for Blind and Visually Handicapped Learners. Statements of Position.
ED 254 984 (EC)

Raising Hispanic Achievement. ERIC/CUE Digest Number 26.
ED 256 842 (UD)

Reading Development of Nonnative Speakers of English: Research and Instruction. Language in Education: Theory and Practice, No. 63.
ED 256 182 (FL)

Recommended English Language Arts Curriculum Guides, K-12, 1984.
ED 249 504 (CS)

Reentry Programs for Dropouts in Adult Settings. Overview. ERIC Digest No. 45.
ED 259 215 (CE)

Research on Mathematics Education Reported in 1984.
ED 255 370 (SE)

Resources for Involving Parents in Literacy Development. ERIC Digest.
ED 250 673 (CS)

Responses of the English Language Arts Profession to "A Nation at Risk." ERIC Digest.
ED 250 690 (CS)

Retirement Policy. Overview. ERIC Digest No. 38.
ED 259 208 (CE)

Review of Research in Social Studies Education, 1976-1983. Bulletin 75.
ED 255 469 (SO)

A Review of "Research Within Reach: Science Education." ERIC/SMEAC Science Education Digest Number 2.
ED 259 938 (SE)

The Role of Counseling in Achieving Educational Excellence.
ED 251 785 (CG)

Role of Vocational Education in Transition Services for Handicapped Youth. Overview. ERIC Digest No. 47.
ED 259 217 (CE)

Safe Schools, Sound Schools: Learning in a Non-Disruptive Environment. ERIC/CUE Diversity Series, Number 89.
ED 253 602 (UD)

The School Psychologist and the Exceptional Child.
ED 253 001 (EC)

Science-Related Social Issues: Challenges for the Social Studies. ERIC Digest No. 16.
ED 253 467 (SO)

Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ASHE-ERIC Higher Education Research Report No. 4, 1984.
ED 252 169 (HE)

Sex Equity in Computer Education: Concerns for Social Studies. ERIC Digest No. 15.
ED 253 466 (SO)

Shared Services for Rural and Small Schools.
ED 259 874 (RC)

Small-Group Cooperative Learning. The Best of ERIC on Educational Management Number 76.
ED 251 915 (EA)

The Social and Psychological Adjustment of Southeast Asian Refugees. ERIC/CUE Digest Number 21.
ED 252 638 (UD)

The Social Studies and "A Nation at Risk." ERIC Digest No. 13.
ED 253 464 (SO)

Software Evaluation for the Teacher of the English Language Arts. ERIC Digest.
ED 250 697 (CS)

Some Implications for Science Education from National Reports. ERIC/SMEAC Science Education Digest Number 1.
ED 259 937 (SE)

Spelling. ERIC Digest.
ED 250 695 (CS)

Strengthening Financial Management. New Directions for Community Colleges, Number 50.
ED 258 654 (JC)

Student Discipline Policies. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve.
ED 259 455 (EA)

Studying the Future Through Environmental Education. Environmental Education Digest No. 2.
ED 259 936 (SE)

Substitute Teachers. The Best of ERIC on Educational Management, Number 79.
ED 253 971 (EA)

Summary of Research in Environmental Education, 1971-1982. Monographs in Environmental Education and Environmental Studies, Volume II.
ED 259 879 (SE)

A Summary of Research in Science Education–1983.
ED 256 561 (SE)

The Teacher as Decision Maker. ERIC Fact Sheet.
ED 248 239 (SP)

Teacher Collegiality. The Best of ERIC on Educational Management Number 78.
ED 252 913 (EA)

Teacher Competency: What Administrators Can Do. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Nine.
ED 259 452 (EA)

Teaching about Controversial Issues. ERIC Fact Sheet No. 10.
ED 253 461 (SO)

Teaching about the United States Constitution. ERIC Digest No. 12.
ED 253 463 (SO)

Teleconferencing in Education. ERIC Digest.
ED 254 214 (IR)

Thinking Skills in English–And across the Curriculum. ERIC Digest.
ED 250 693 (CS)

Towards Excellence: An Urban Response to the Recommendations for School Reform.
ED 256 838 (UD)

Trends in Instructional Technology.
ED 247 926 (IR)

A TV News Approach to Oral Communication.
ED 258 309 (CS)

Urban Magnet Schools and Educational Excellence. ERIC/CUE Digest Number 24.
ED 253 622 (UD)

Vocabulary. ERIC Digest.
ED 250 696 (CS)

Vocational Education and Defense Preparedness. Overview. ERIC Digest No. 39.
ED 259 209 (CE)

What First-Year Teachers Need to Know. ERIC Digest.
ED 248 243 (SP)

Workshops on Family Communication.
ED 255 968 (CS)

Writing Is Reading: 26 Ways to Connect.
ED 253 877 (CS)
The 1983 Educational Reform Reports. ERIC/CUE Digest Number 22.
ED 252 636 (UD)

North American Association for Environmental Education, Troy, OH.
Monographs in Environmental Education and Environmental Studies. Volume I.
ED 251 293 (SE)
Summary of Research in Environmental Education, 1971-1982. Monographs in Environmental Education and Environmental Studies, Volume II.
ED 259 879 (SE)

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Mathematics Education. Volume 17, Number 4.
ED 255 369 (SE)
Investigations in Mathematics Education. Volume 18, Number 1.
ED 257 653 (SE)
Investigations in Science Education. Volume 10, Number 3.
ED 253 428 (SE)
Investigations in Science Education. Volume 10, Number 4.
ED 253 429 (SE)
Investigations in Science Education. Volume 11, Number 1.
ED 255 386 (SE)
Investigations in Science Education. Volume 11, Number 2.
ED 259 903 (SE)

Social Science Education Consortium, Inc., Boulder, Colo.
Connecting Science, Technology, and Society in the Education of Citizens.
ED 251 389 (SO)
Data Book of Social Studies Materials and Resources. Volume 10.
ED 254 482 (SO)
Educational Reform and Social Studies: Implications of Six Reports.
ED 252 489 (SO)
Review of Research in Social Studies Education, 1976-1983. Bulletin 75.
ED 255 469 (SO)

Speech Communication Association, Annandale, Va.
Activities for Teaching Speaking and Listening: Grades 7-12.
ED 258 310 (CS)
ERIC First Analysis: Water Resources; 1985-86 National High School Debate Resolutions.
ED 257 158 (CS)
A TV News Approach to Oral Communication.
ED 258 309 (CS)
Workshops on Family Communication.
ED 255 968 (CS)

ERIC Digests

(Prepared in 1985)

The ERIC Clearinghouses produce short (usually 2-page), user-oriented reference sheets called "ERIC Digests" (formerly "Fact Sheets" or "Short Reports"), on topics of high current interest. A standard format has been developed for "ERIC Digests."

ERIC Digests were not initially regarded as major ERIC Clearinghouse products and therefore were not regularly entered into the ERIC database or announced in the monthly abstract journal *Resources in Education*. Beginning in mid-1985, however, a policy was established of entering all ERIC Digests in the ERIC database.

Listed below, under the name of the Clearinghouse responsible for their development, are the ERIC Digests published during 1985. Most of the 1985 Digests have ED accession numbers and appear in the body of this bibliography, but some do not. Single copies of ERIC Digests are generally available from the responsible Clearinghouse as long as the printed supply lasts.

An online file containing the full text of selected ERIC Digests is offered via The Source. Details are available immediately following this list.

TITLE	**NUMBER** (if any)	**ED NUMBER** (if any)
CE		
Adult Development: Implications for Adult Education. Overview	Digest No. 41	ED 259 211
Distance Education. Overview	Digest No. 44	ED 259 214
Jobs of the Future. Overview	Digest No. 46	ED 259 216
Job-Related Basic Skills. Overview	Digest No. 42	ED 259 212
Organized Labor Education and Training Programs. Overview	Digest No. 43	ED 259 213
Reentry Programs for Dropouts in Adult Settings. Overview	Digest No. 45	ED 259 215
Role of Vocational Education in Transition Services for Handicapped Youth. Overview	Digest No. 47	ED 259 217
CG		
Parent Involvement in Children's Academic Achievement		ED 261 313
The Role of the School Counselor: Elementary Level		
The Role of the School Counselor: Middle/Junior High Level		
The Role of the School Counselor: Secondary Level		
CS		
Assessing Listening and Speaking Skills		ED 263 626
Integrating the Language Arts		ED 263 627
Using Microcomputers in Elementary Language Arts Instruction		ED 264 575
EA		
Dropout Prevention		
Home Schooling		
School Consolidation		
EC		
The Administrator's Role in the Education of Gifted and Talented Children		ED 262 516
Career Search for the Gifted and Talented		ED 262 507
Characteristics of Intellectually Gifted Children		ED 262 517

TITLE	NUMBER (if any)	ED NUMBER (if any)
EC (Continued)		
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Curricula for the Gifted and Talented		ED 262 518
Defining Giftedness		ED 262 519
Developing Individualized Education Programs (IEPs) for the Gifted and Talented		ED 262 509
Developing Programs for the Gifted and Talented		ED 262 520
Evaluation of Programs for the Gifted and Talented		ED 262 510
Forming a Local Parent Association for Gifted and Talented Education		ED 262 521
The Gifted and Talented Handicapped		ED 262 522
Identification of the Gifted and Talented		ED 262 523
Leadership Skills Among the Gifted and Talented		ED 262 511
Mentorships for the Gifted and Talented		ED 262 512
Parents of Gifted Children		ED 262 527
The Preschool Gifted and Talented Child		ED 262 524
Reading for the Gifted		ED 262 513
Technology for the Gifted and Talented		ED 262 514
Underachieving Gifted Students		ED 262 526
FL		
Exploratory Foreign Language Courses in the Middle or Junior High School		
Foreign Language and International Studies High Schools		
HE		
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	Digest No. 85-4	
Public Service in Higher Education: Practices and Priorities	Digest No. 85-2	
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	Digest No. 85-3	
Student Stress: Effects and Solutions	Digest No. 85-1	
IR		
ERIC for Practitioners		
Microcomputer Courseware Evaluation Sources		
Software Copyright Interpretation		ED 261 649
Videodiscs in Education		
JC		
Assessing Student Degree Aspirations		ED 261 754
Community College Faculty and the Transfer Function: A Critical Analysis		ED 261 755
Counting the Reverse Transfer Students		ED 261 757
The Current Status of the Associate Degree		ED 261 758
Strengthening Transfer Opportunities in the Community College		ED 261 756
What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings		ED 261 759
PS		
Children's Peer Relationships		ED 265 936
Developing Homework Policies		ED 256 473
Full-Day or Half-Day Kindergarten		ED 256 474
The Only Child		ED 256 475
Teaching Early Childhood Educators and Other Adults How to Use Computers		ED 265 935

TITLE	NUMBER (if any)	ED NUMBER (if any)
RC		
Career Education Counseling for Migrant Students		
Facilitating Certification and Professional Development for Small Schools		ED 260 884
Out of the Fields and Into Computers		ED 259 873
Planning a Class Camping Trip		ED 260 883
Planning Staff Development Programs for Rural Teachers		ED 260 874
SE		
Instruction in Awareness of Environmental Issues	Environmental Education Digest No. 1	ED 259 940
Instructional Materials for Improving the Quality of the Environment	Information Bulletin No. 2	ED 265 076
The Learning of Mathematics	Mathematics Education Digest No. 1	ED 265 050
Meta-Analysis Research on Science Instruction	Science Education Digest No. 1	ED 259 939
Research Related to Instructional Materials for Science	Science Education Digest No. 2	ED 265 013
Recent Research on Mathematics Instruction	Mathematics Education Digest No. 2	ED 266 019
A Review of the Literature on Blacks and Mathematics	Information Bulletin No. 1	
Teaching About Hazardous Materials	Environmental Education Digest No. 2	ED 265 075
SO		
Community Study	Digest No. 28	
Computer Databases: Applications for the Social Studies	Digest No. 25	
Cooperative Learning in Social Studies Education: What Does the Research Say?	Digest No. 20	ED 264 162
Improvement in Geography Education	Digest No. 22	
Leadership	Digest No. 26	
Library Censorship	Digest No. 23	
Latin American Studies	Digest No. 19	ED 264 161
Peace and Nuclear War	Digest No. 21	
Social Studies Research: Theory into Practice	Digest No. 27	
Strengthening High School World Studies Courses	Digest No. 24	
SP		
Aerobic Dance and Exercise Programs		
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TM		
Alternatives to Standardized Tests		
Legal Issues in Minimum Competency Testing		
Legal Issues in Testing		
Measurement Implications of *"A Nation at Risk"*		
Measuring Teacher Attitudes Toward Mainstreaming		
UD		
Improving Schooling to Reduce Teenage Pregnancy	Digest No. 28	
Raising Hispanic Achievement	Digest No. 26	ED 256 842
Parent Participation and the Achievement of Disadvantaged Students	Digest No. 27	ED 257 919

ERIC DIGESTS ONLINE (EDO): A NEW FULL TEXT DATABASE

ERIC DIGESTS ONLINE (EDO), a full text database of short topical reports on education (called "Digests") from the 16 ERIC Clearinghouses, is now available on ED-LINE (an online information service for educators) via the online network known as The Source.

Users of EDO are able to access ERIC Digests through either menus or key words. A special feature permits users to comment on (or to read others' comments on) Digests in a field called "User Notespace."

Examples of titles in the new file are: "Full Day or Half Day Kindergarten?," "Qualities of Effective Writing Programs," "Dismissing Incompetent Tenured Teachers," and "Part-Time Faculty: Higher Education at a Crossroads." New Digests will be added to the EDO file on a monthly basis.

EDO is coordinated by project staff at the ERIC Clearinghouse on Elementary and Early Childhood Education, with the cooperation of the 15 other ERIC Clearinghouses.

Funding for EDO is provided by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. Additional information and sample Digests may be obtained by writing to EDO Project, ERIC Clearinghouse on Elementary and Early Childhood Education, 805 W. Pennsylvania, Urbana, IL 61801 (217-333-1386).

For information on subscribing to The Source and ED-LINE, call ED-LINE at (703) 528-5840.

ERIC Ready Reference #6
Revised March 1986

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13210
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on ***Languages and Linguistics*** **(FL)**
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on ***Reading and Communication Skills*** **(CS)**
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on ***Rural Education and Small Schools*** **(RC)**
New Mexico State University
Computer Center (Room 218), Stewart Street
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for ***Science, Mathematics, and Environmental Education*** **(SE)**
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212
Telephone: (614) 422-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for ***Social Studies/Social Science Education*** **(SO)**
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on ***Teacher Education*** **(SP)**
American Association of Colleges for Teacher Education
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